

**Annual Report to Parents
2021-2022**



Ontario Way Cardiff CF23 6HB
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Headteacher: Rachel Mitchell
Email Lakesideprimary@cardiff.gov.uk

January 2023

Dear Parents,

This is the **Annual Report to Parents for 2021-22**. It is a statutory requirement that this report is published and made available to all parents of pupils at the school.

There is no requirement for the Governing Body to hold an annual meeting with parents, but if parents wish to meet with the Governing Body to discuss any particular matter at any point during a school year, the regulations allow a meeting to be called if at least 30 parents support and agree to attend.

Nick Alexander
Chair of Governors

Introduction from the Chair of Governors

During the 2021-22 academic year we saw a welcome return to 'normal', though the effects of Covid still continued for a considerable time. There were periods of high absenteeism of pupils and also of staff. This required a great deal of juggling on the part of managers and flexibility on the part of staff members. Mrs Mitchell reported that the school staff were universally happy to move classes, year groups and areas in order to accommodate staff absence. Thankfully, at no point did the school have to close, nor were any classes closed.

The adaptability of the staff is evidence of the strong, positive and purposeful leadership provided by Rachel our headteacher and her management team, alongside the commitment of each and every member of staff.

At the beginning of the year, we welcomed Miss Taylor to teach in Year 6 and also welcomed Mrs Begum to the PPA team, Mrs Shahid to the Year 3 team and Mrs Butler to the admin team in the office following Mrs Pymble's retirement.

In July, we said goodbye to several staff members: Teaching Assistants Mrs Richards and Mrs Price, who moved to other jobs; Mrs Bethan Frost, whose secondment at CSC was extended to full time; and Miss Fry, Year 6 teacher, who left to spend a year at Cardiff University studying Welsh. We also wished Misses Crompton and Charles well for their forthcoming weddings.

Nick Alexander

Members of the Governing Body

(Term of office end date is shown in brackets)

Parent governors

The parent body elects **five** governors.

Nerys Tudor-Jones **VICE-CHAIR** (10/25)

Chris Hamblin (10/23)

Bryony Lewis (4/25)

Paul Crayford (4/25)

George Tackley (4/25)

Teacher governors

The school has **two** elected teacher governors.

Lisa Rayer (9/23)

Louise Tanner / Sarah Hart (7/26)

Non-teaching staff governor

There is **one** staff governor, who is elected from amongst staff other than registered teachers:

Sean Carey (1/25)

Local Authority Governors

Cardiff County Council appoints up to **three** people to represent its interests in the school and the pupil development.

Nick Alexander **CHAIR**

Robert Hopkins

Community governors

The governing body can invite up to **four** local people to serve as community governors.

Normally they have particular links, skills or expertise that benefits the school and strengthens governance.

Bethan Simons

The Headteacher

The Headteacher is obliged to attend all meetings of the governing body, but need not serve as a governor. We are delighted that Rachel Mitchell has elected to be a full member of the Governing Body.

Officers and Special Roles

The first meeting each year is a special meeting, during which the chair-person and vice-chair are elected from among the Governors. **Chairperson** was Nick Alexander and the **Vice-chair** was Nerys Tudor-Jones.

The Clerk to the Governors is Mrs Virginia Pritchard. Any correspondence related to the business of the Governing Body may be sent to Mrs Pritchard at the school: Lakeside Primary School, Ontario Way, Cardiff CF23 6HB

The Governing Body has a duty to name link governors who have oversight of certain aspects of the school:

Inclusion/Special Needs/LAC: George Tackley

Child Protection/Safeguarding/Attendance: Nerys Tudor-Jones

Health and Safety: Nick Alexander

Language, Literacy & Communication: Robert Hopkins

Maths & Numeracy: Nick Alexander

Digital Competency: Nick Alexander

Humanities & Science and Technology: Nerys Tudor Jones

Expressive Arts: Bryony Lewis

Governor Training: Nick Alexander

Sub-committees

The responsibilities of the Governing Body are far-reaching and complex. To make the work more manageable and efficient, the governors have formed two sub-committees, each with its own convener (chair-person). They discuss detailed documentation before making recommendations to the full Governing Body. Each governor is a member of one committee, except the Headteacher and Chair of Governors, who are members of both committees. The two committees are Resources Committee and School Improvement Committee.

Full Governors

Rachel Mitchell

Nick Alexander (**Chair**)

Robert Hopkins

Nerys Tudor Jones (**Vice-chair**)

Chris Hamblin

Louise Tanner/Sarah Hart

Bethan Simons

Claudia Bennett

Anna Goralska

Sophie Lougher

Sean Carey

Clerk: Virginia Pritchard

Resources Committee

Nick Alexander **CHAIR**

Louise Tanner / Sarah Hart

Sean Carey

Chris Hamblin

Bryony Lewis

Sophie Lougher

Anna Goralska

Rachel Mitchell

Clerk: Virginia Pritchard

School Improvement Committee

Robert Hopkins **CHAIR**

Lisa Rayer

Nerys Tudor Jones

George Tackley

Bethan Simons

Claudia Bennett

Rachel Mitchell

Policies and Strategies

A summary of any review undertaken and any policy or strategy adopted by the governing body during the academic year 2021 - 2022

Full Governors

Instrument of Government

Financial regulations

Complaints procedure 2021-22

Principles of Conduct

Tendering and Procurement Rules

Charging and remissions policy

Authority list

Covid Sick Leave and Sick Pay Arrangements

Covid Risk Assessment and updates throughout the year

SIP priorities 2021-22

Child Protection Policy (update 2021)

Lakeside Accountability Framework

The use of DBS checks in employment policy

Annual Report to Parents 2020 – 21

Curriculum for Wales statement

School Improvement Committee

Terms of Reference

SIP Progress Reports

Anti-bullying Policy

Resources Committee

Terms of Reference

Internet Investigation Procedure

HR Bulletin 39 – Jury service, DBS

Covid ventilation guide

CSC Capability Procedure for Teachers and Headteachers

Performance Management Policy

Language of the School

Lakeside is an English medium school. Welsh is taught as a second language.

School Staff 2021/22

Teaching staff

Headteacher

Mrs Rachel Mitchell

Deputy Headteacher/Numeracy Drive

Mrs Bethan Frost

Team leader

Acting Deputy Headteacher

& Y1 & 2 Team leader; Language/Literacy/

Comms Drive Team

Mrs Victoria Burgin

Inclusion Manager/ALNCo

Mrs Bethan Williams

Foundation Phase	Key Stage 2
Mrs Lisa Rayer N/R Team Leader Expressive Arts Drive Team	Mrs Penny Doyle Y3 Team Leader Science and Tech Drive Team
Mrs Sarah Hart Wellbeing Class Team Leader	Mr Russell Vanstone Y4 Team Leader Health and Wellbeing Drive Team
Mr Michael Haines Wellbeing Class Team Leader	Mrs Louise Tanner – Y5&6 Team Leader Humanities Drive Team
Mrs Sam Goddard (Nursery Teacher)	Miss Louise Fry (Year 6)
Mrs Nerys Davies (Reception Class)	Miss Gemma Taylor (Year 6)
Mrs Sarah Street (Reception Class)	Mrs Nicola Vanstone (Year 5)
Mrs Louise Nessbert (Year 1)	Mrs Loulou Evans (Year 4)
Miss Katie Crompton (Year 1)	Mrs Sharon Vanstone (Year 3)
Miss Vicky Page (Year 2)	Mrs Rumana Begum (PPA)
Mrs Ceri Harries (Year 2)	Mrs Rachel Evans (PPA)

Bold: Senior Leadership Team

HLTA: Mrs Nia Sherman

Senior Teaching Assistants

Mrs Sian Johns

Mrs Pauline Morgan

Mrs Frances Price

Miss Sarah Clarke

Teaching Assistants

Mrs Libby Thomas	Mr James Thomas	Miss Jasmin Cribbett
Mrs Emma Owens	Miss Annabel Charles	Miss Sophia Callow
Mrs Karen Martin	Miss Alys Evans	Mrs Reyaneh Jaberansari
Mrs Zoe Gamble	Mrs Sadie Nilssen	Mrs Karen Mingay
Mrs Sian Johns	Miss Charlotte Lubocq	Mrs Frances Price
Mrs Shahnaz Shahid	Mrs Louise Evans	Mrs Sally Richards
Mrs Amy Shepherd	Mrs Shazia Javed	Mrs Chrissy Thomas
Mrs Mel Hoskins	Mrs Rosey Cole	Mrs Louise Fish
Ms Suzanne Perks	Miss Amanda Corley	Mrs Jo Jones

Non-teaching staff

Office Manager
Assistant secretary (Dinner money)
Assistant secretary (SIMS/Staffing)
School Cook

Mrs Nia Butler
Mrs Rachel Rundle
Mrs Virginia Pritchard
Mrs Karen Harvey

Foundation Phase Mid-day supervisors

Mrs Queen Kaur
Mrs Ruby Javed-Alyas
Miss Sian Henry
Miss Nikki Kaur
Mrs Louise Ward

Cleaners

Mrs Louise Ward
Mrs Queen Kaur
Mrs Ruby Javed-Alyas
Mr Paul Henry
Miss Charlotte Lucocq

KS2 Mid-day supervisors

Mr Sion Isaac
Mr Paul Henry
Miss Shaunna Collins
Ms Andrea Stone

School Estates Manager

Mr Sean Carey

School Nurse

Ms Kelly Jones

School terms and holiday dates 2021-22

2021 / 2022 Academic year	Term Starts	Term Ends
Autumn Term	2 nd September 2021	22 nd October 2021
Autumn Term	1 st November 2021	17 th December 2021
Spring Term	4 th January 2022	18 th February 2022
Spring Term	28 th February 2022	8 th April 2022
Summer Term	25 th April 2022	27 th May 2022
Summer Term	6 th June 2022	22 nd July 2022

School terms and holiday dates 2022-23

2022 / 2023 Academic year	Term Starts	Term Ends
Autumn Term	5 th September 2022	31 st October 2022
Autumn Term	7 th November 2022	23 rd December 2022
Spring Term	9 th January 2023	20 th February 2023
Spring Term	27 th February 2023	31 st March 2023
Summer Term	17 th April 2023	26 th May 2023
Summer Term	5 th June 2023	24 th July 2023

Resources Committee Introduction/Summary

Committee Members: Nick Alexander (**Chair**), Louise Tanner/Sarah Hart, Sean Carey, Chris Hamblin, Bryony Lewis, Sophie Lougher, Anna Goralska, Rachel Mitchell

The Resources Committee monitors all things financial, staffing, buildings (including cleaning) and grounds.

The committee oversaw some adaptations to the school sit during 21-22:

- Disabled toilet and changing facility in Nursery
- Climbing frame in Wellbeing Class
- Fencing around the Foundation Phase playground
- New front gates
- Transformation of the Half Acre Wood garden
- Replacement of toilets on the middle floor
- New sinks in Foundation Phase classrooms
- Painting middle floor corridors
- Planning of kitchen refurbishment which took place during summer break

The school adapted their Covid procedures as the year went by according to Welsh Government advice and our Covid Risk Assessment. It was good to see these relax somewhat by the end of the year, in line with local government recommendations.

Nick Alexander
Chair, Resources Committee

CARDIFF COUNCIL/GYNGOR CAERDYDD
SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLION 2021-2022

Governing Body/Corff Llywodraethu of: **Lakeside Primary School**

	Governor Approved Budget/Cyllideb a Gymeradwywyd gan y Llywodraethwyr		Actual Expenditure/ Gwariant Cyflawnedig	
	£	£	£	£
Staffing costs/Costau Staff				
Teaching Costs/Costau Addysgu	1,027,347		1,070,443	
Special Needs Teachers/Athrawon Anghenion Arbennig	49,866		52,634	
Teachers for statemented pupils/Athrawon ar gyfer disgyblion sy'n destun datganiad	117,849		115,696	
Short Term Supply/Llanw Byr Dymor	0		0	
Long Term Supply/Llanw Hir Dymor	40,514		51,326	
Special Needs Support Staff/Staff Cymorth Anghenion Arbennig	252,920		258,956	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyyr Meithrinfa/ Cymhorthion Athrawon / Cynorthwyyr	284,195		245,054	
Foreign Language Assistants/Cynorthwyyr Ieithoedd Tramor	0		0	
Technicians/Technegwyr	0		0	
Mid Day Supervisors/Gorychwylwyr Canol Dydd	36,705		38,609	
Library Staff / Attend Officer/Staff Llyfrgell / Swyddog Presenoldeb	0		0	
Administrative Staff/Staff Gweinyddol	61,365		64,966	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	0		0	
Training Costs/Costau hyfforddi	15,525		11,939	
Other Staff Costs/Costau staff eraill	79,978		187,271	
Performance Management/Rheoli Perfformiad	0		0	
Total Staffing Costs/Cyfanswm Costau Staff		1,966,264		2,096,895
Premises Related Costs/Costau Eiddo				
Caretaking Staff/Staff Gofalwyr	36,690		37,241	
Domestic Staff/Staff Domestig	0		0	
Grounds Staff/Staff y Tir	4,498		4,698	
Cleaning Costs/Costau Glanhau	69,473		61,736	
Energy Costs/Costau Ynni	27,300		39,510	
Rates/Cyfraddau	24,610		24,610	
Repairs and Maintenance/Atgyweiriau a Chynhaliadaeth	5,259		84,281	
Water/Dŵr	75,544		9,723	
Total Premises Related Costs/Cyfanswm Costau Eiddo		243,374		261,798
Transport Costs/Costau Cludiant				
Pupil Transport Costs/Costau Cludiant Disgyblion	0		0	
Staff Transport Costs/Costau Cludiant Staff	0		0	
Vehicle Costs/Costau Cerbydau	500		0	
Total Transport Costs/Cyfanswm Costau Cludiant		500		0

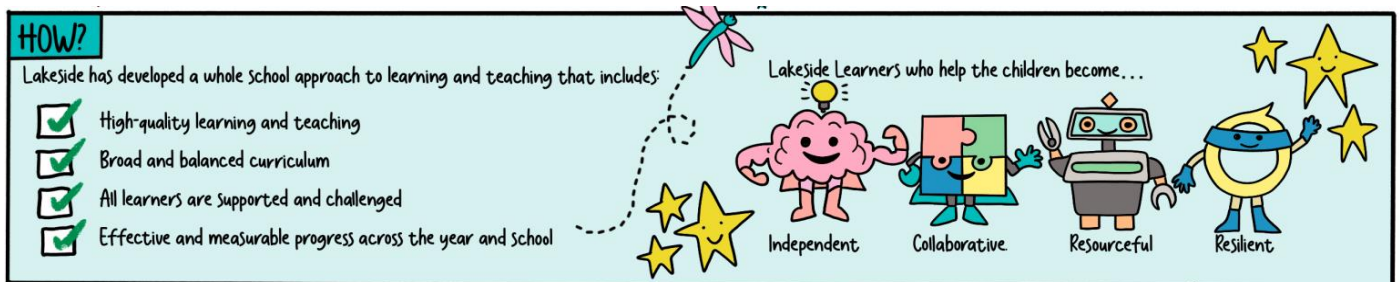
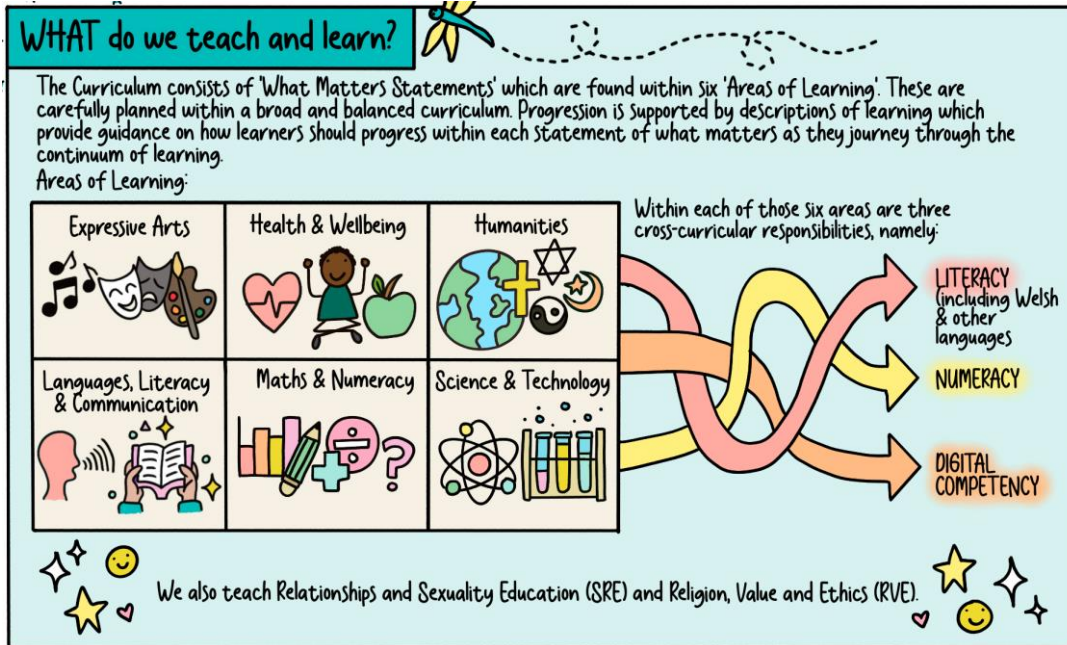
Supplies and Services/Cyflenwadau a Gwasanaethau				
Teaching Materials/Adnoddau Addysgu	40,000		38,947	
Equipment, Furniture, Materials & music tuition/Offer, Dodrefn, Deunyddiau a hyfforddiant cerddoriaeth	5,200		170	
Library Books & Materials/Llyfrau a Deunyddiau Llyfrgell	0		0	
Catering Costs/Costau Arlwyyo	0		0	
Unallocated / Savings to be found/Arian heb ei ddsbarthu / Cynilion	40,542		0	
Communications Equipment and Services/Offer a Gwasanaethau Cyfathrebu	31,656		19,550	
Consultants Fees/Ffioedd Ymgynghorwyr	0		0	
Examinations Fees/Ffioedd Arholiadau	0		0	
Games & School Activities/Gemau a Gweithgareddau Ysgol	9,977		9,480	
Clerk to Governing Body/Clerc y Corff Llywodraethu	1,965		1,444	
Other office costs/Costau swyddfa eraill	18,700		22,249	
Printing & Stationery/Argraffu a Deunydd Ysgrifennu	20,000		16,383	
Pupil Exclusions/Gwaharddiadau Disgyblion	0		0	
Subsistence and expenses/Cynhaliaeth a threuliau	0		36	
Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau		168,040		108,258
Central Services/Gwasanaethau Canolog				
School Meals/Prydau Ysgol	10,600		10,600	
Service Level Agreements/Trefniadau Lefel Gwasanaeth	16,839		19,185	
Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog		27,439		29,785

Income/Incwm				
Additional Central Funding/Nawdd Canolog Ychwanegol	-203,905		-419,855	
Community Education/Addysg Cymunedol	0		0	
Donations/Rhoddion	0		-10,946	
Lettings/Gosodiadau	0		-21,526	
Other Income/Incwm arall	-55,970		-197,188	
Grant Income/Incwm rhent	0		-30,023	
Sales/Gwerthiannau	0		0	
School Meals Recharge/Talu am Brydau Ysgol	0		0	
Training and Tuition Income/Incwm Hyfforddiant	0		-1,200	
Total Income/Cyfanswm Incwm		-259,875		-680,738
Interest and Other/Llog ac Arall				
Interest on investments/Llog ar fuddsoddiadau	0		0	
School Investments/Buddsoddiadau Ysgol	0		0	
Withdrawal Investments/Buddsoddiadau Dileadau	0		0	
School Deficit/Gwariant Ysgol				
Temporary Loans/Benthyciadau Dros Dro	0		0	
Temporary Loans/Benthyciadau Dros Dro	0		0	
Interest/Llog	0		-3,606	
Total Interest and Other/Cyfanswm Llog ac arall		0		-3,606
Total Net Expenditure/Cyfanswm Gwariant Net		2,145,742		1,812,393
Less Uninvested Balance Brought Forward/Llai'r Balans na fuddsoddiwyd a ddygwyd ymlaen		-302,402		
Less earmarked Rates/Llai'r Cyfraddau a glustnodwyd		-24,610.00		-24,610.00
Contribution to / from balances/Cyfraniad i / o falansys				30,947
Revised Net Expenditure/Gwariant Net Diwygiedig		1,818,730		1,818,730

School Prospectus

The school prospectus is updated regularly to reflect changes in staffing, the curriculum and school policies. It is available to read on the school website.

Teaching & Learning



Lakeside Travel Plan

The Lakeside Travel Plan is now fully established with cameras outside school 8.30am and 9.30am and then from 3pm to 4pm making it much safer for pedestrians as traffic has been greatly reduced when pupils are arriving or leaving. We work closely with Active Travel Wales to keep our travel plan up to date and our families safe.

Health and Safety

Covid Risk Assessment

We still had cases well into the first term/year but we were able to extend staff bubbles and revert to normal (not staggered) finish times. The local authority provided all schools with guidance which they used to update their risk assessments. Lakeside adapted the school for the return for pupils in September 2020 and Summer 2021. Stringent cleaning regimes were continued alongside year group bubbles.

Buildings & Estate

- New fencing was put in place around the Foundation Phase playground
- The Winnie the Pooh garden was completed
- New front gates were fitted
- The roller shutter doors were serviced
- Temporary boiler installed whilst we awaited a new boiler
- Window restrictors fitted in upper floors
- CO2 monitors placed in all rooms as per Covid Risk Assessment
- Foundation Phase sinks were replaced
- The middle floor was painted
- Floor level pipes on middle floor were removed
- Outside light put up by main gate

School Toilet Facilities

The Foundation Phase and Wellbeing Class toilets are bright, clean and child-friendly and are of a good standard. A disabled toilet is located in KS2. Nursery now has a changing room with Disabled Toilet. A toilet survey was completed by the local authority and a case has been put forward for refurbishment of some KS2 toilets.

Outdoor learning

We are extremely lucky here at Lakeside with our spacious and varied grounds which enable them to be used for all kinds of learning and enrichment activities.

All Foundation Phase classes and the Wellbeing class have outdoor areas adjacent to them. All classes experience outdoor learning as part of the Curriculum, including PE/Games when the weather allows.

These include the regular daily mile; hunting and creating new habitats for mini beasts; bird feeders are made and used; seeds and bulbs are planted; experiments with paper aeroplanes; growing and releasing butterflies (Nursery); Spring walks; tree- and flower-identification; weather experiments; geometry investigations (perimeter and area); learning about centripetal force; camping 'trips', and as locations of all kinds for the 2022 Year 6 Leavers' video.

The Forest Schools area was utilised a great deal as an outdoor learning space in 2021-22. Year 5 grew broad beans in the raised beds, Wellbeing Class made regular visits and it was used in the Year 6 Leavers' film of *Romeo & Juliet*.

School Improvement Committee

Committee members: Robert Hopkins (**Chair**), Lisa Rayer, Nerys Tudor-Jones, George Tackley, Bethan Simons, Rachel Mitchell

The School Improvement Committee has continued to meet regularly over the last year. We have focused on discussing and approving the school's improvement priorities and have used our time in meetings to consider the progress the school is making on the following aspects: improving pupils' literacy, mathematics and digital skills; supporting the well-being of learners, teaching and support staff; taking forward the school's implementation of the new curriculum requirements for Wales; taking forward the new arrangements underpinning the development of pupils with additional learning needs; supporting the development of leadership at all levels in the school. Our meetings are interesting and informative and governors are always keen to receive first-hand information about the progress being made by Lakeside's learners.

School year 2021-2022 continued to present the headteacher and her colleagues with continuing challenges. We are very grateful for their exceptional commitment to the school's pupils. Now that most of the restrictions related to Covid-19 have reduced, we are pleased as governors to have been able to restart opportunities to come into school to meet Lakeside's learners, teaching and support staff in person.

In addition to our scheduled meetings, the headteacher has continued to provide governors with a regular newsletter. This has given us an excellent insight into the varied nature of the school's activities week by week and the enormous efforts made to enrich the learning experience both inside and outside the classroom. We are always impressed by the keen interest shown by Lakeside's learners. This includes taking full advantage of the many opportunities the school provides to exercise responsibility through a variety of leadership roles.

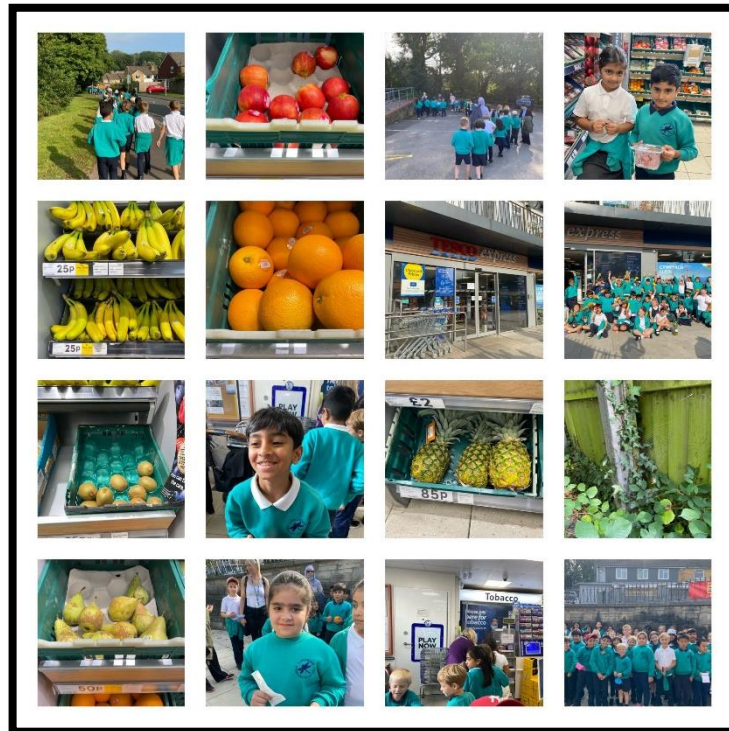
Finally, as chair of the School Improvement Committee, I would like to extend once again, on behalf of the committee, our sincere thanks to the headteacher, senior leadership team, teaching and support staff for their dedication and enthusiasm over the last year.

Robert Hopkins
Chair of School Improvement Committee

Enrichment at Lakeside

Trips and visits

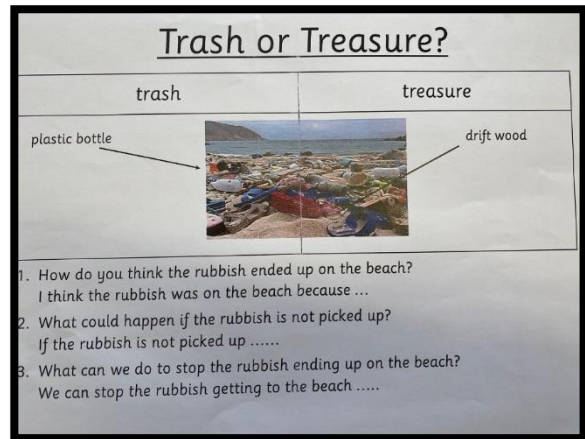
- Year 3 visited our local Tesco as part of their food learning project. This was the very first trip out of school since Covid restrictions were lifted.



- Year 5 visited Llancaiach Fawr as part of their Tudor learning project
- Year 6 visited Cardiff Castle as part of their Second World War learning project and to lay poppies for Remembrance
- Year 3 visited the National Museum in Cardiff
- Pupils enjoyed Chinese dancing workshops to celebrate Chinese New Year
- Year 6 became record breakers as they joined the world record attempt to have the greatest number of uploads to Twitter in one hour, of children singing the famous Mr Urdd song.
- Year 2 visited Newport Wetlands
- Reception visited Cardiff Bay



- Year 1 visited Mountain View Ranch
- Year 2 visited Porthkerry Park to collect litter and learn about how to protect the environment and reduce plastics



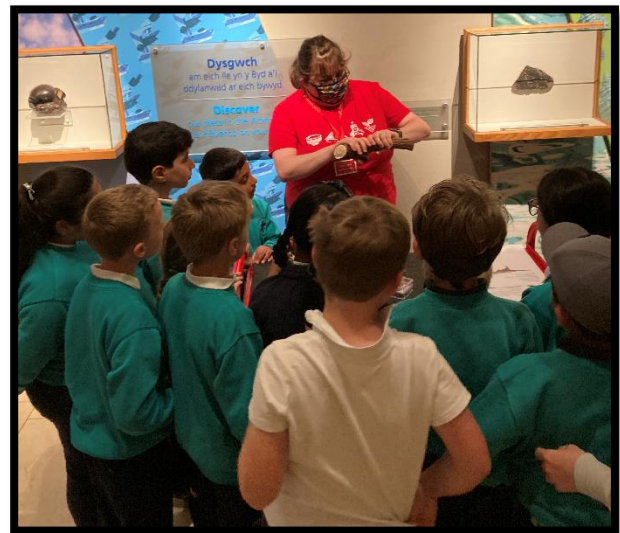
- Year 5 visited Oakwood Park
- Year 6 visited the National Museum in Cardiff
- Year 5 Cycling Proficiency was able to go ahead this year
- We were able to re-start swimming lessons for all year groups who had missed out during lockdowns – Years 3, 4 and 5 had swimming lessons during this year.
- Police officers visited to speak to children about staying safe and within the law
- Police officers also visited during Safer Internet Week to talk about online safety
- Birds of Prey visited Year 3 as part of their Predator! context



- Residential visits to Morfa Bay for Years 5 and 6 took place in June and July 2022
- Reception visited Barry Island



- Year 3 visited the National Museum for their Tremors context



- Sports Days were able to take place
- Nursery parents and carers visited the Half Acre Wood Garden to join Nursery children in a singalong
- Across the year, we were able to set up After-school Clubs for Football, Choir, Gymnastics, Coding and Dancing for pupils in KS2.
- Transition Powerpoints were shared with parents/carers to prepare children for transition to the next year group. Year 6 were able to spend Transition Day at their new high schools.

Community

- PTA events during 2021-22:
 - Children's Christmas cards, mugs and tea towels
 - Teachers were invited to provide a list of outdoor learning equipment, which was extensive and which the PTA then fulfilled
 - A new storage container for PTA equipment and sale items was purchased and put in place outside the school
 - The PTA made a collection of coats for vulnerable families

- A seedling sale took place, raising £170 and providing some lovely plants for our Half Acre Wood Garden (we harvested pumpkins in October!)
- Summer Fayre took place on a hot, sunny day and was a wonderful community event



- During 2021-22 Lakeside raised money or donated to the following charities:
 - Food donations from families to Cardiff Food Bank
 - Bronwen's Wish on Wear Yellow for Mental Health Day: £382 raised
 - Children in Need and Christmas Jumper Day for Save the Children jointly raised £632
 - Red Nose Day: £308
 - NSPCC Number Day
 - Macmillan Cancer
 - DEC Appeal for Ukraine: £850+
- Other community events
 - Pupils and staff came to school wearing red to mark Shwmae Day – a celebration of all things Welsh



- Everyone dressed up in spooky or sparkly costumes to mark Halloween, and three Spooky Science Experiment videos were made and shared with families for Half Term. They are on the school website, but here's a favourite: <https://lakeside-primary-school-cardiff.primarysite.media/media/spooky-science-puking-pumpkin>

- Children across the school shared stories and discussions about bullying during anti-bullying week and KS2 had virtual reality workshops to explore bullying in more depth.
 - Staff made a video advent calendar demonstrating Makaton sign language for Christmassy things like Reindeer, Snowman, Angel and Jesus.
 - The choir re-started for Years 5 & 6 and regularly entertained families at the school gates at Christmas and in the PTA Summer Fayre.
 - We re-shared videos from the previous year's Working Together Wednesdays, for example on Winnie the Pooh Day 2022, during British Science Week, to mark the BBC's Winterwatch and to encourage involvement in the RSPB's Big Garden Birdwatch
 - Year 6 were involved in a world record to have the greatest number of uploads to Twitter in one hour of children singing the Mr Urdd song.
 - Key Stage 2 pupils were able to enter a competition to write a rap for Safer Internet Day. Three winners were chosen and a video was made of them performing their raps: clear messages around internet safety in a fun and entertaining way. You can view it here: <https://lakeside-primary-school-cardiff.primarysite.media/media/safer-internet-rap>
 - Families were given links to use if they wanted to make donations to help victims of the war in Ukraine.
- In September 2021, meetings began between the parties involved in the Bronwen's Wish Wellbeing Pod plans for Lakeside Primary School. Designs by Cardiff and Swansea University students of architecture were shared and a design was decided upon. Fundraising continued apace and surveys of the land were undertaken preparatory to starting work.
 - The 2021-22 academic year saw the planning and development of the garden area outside the school office and the result was our Winnie the Pooh *Half Acre Wood* which was officially opened at the end of year PTA Summer Fair.
 - Due to continued Covid restrictions and guidance, we made virtual video assemblies for staff to share with their classes while pupils were still unable to mix in physical assemblies. These included:
 - A video encouraging families to donate to Cardiff Food bank by Year 6 pupils
 - An introduction to Yom Kippur by Year 6 pupils
 - The life story of Gandhi by Year 6 pupils
 - Mrs Williams read a Mister Men story about Diwali
 - The start of Advent was marked by a video made by Year 6 pupils about Christingle which can be viewed here: <https://lakeside-primary-school-cardiff.primarysite.media/media/christingle-assembly>
 - Year 6 pupils read *Hanukkah Bear* to mark Hanukkah
 - This year's Christmas video was a concert-type performance with each year group illustrating one particular part of the Christmas story

- Welsh Week: children took part in Welsh-themed activities and events, culminating in year group eisteddfods on St David's Day. Each year group produced artwork in the style of a particular Welsh artist and pupils wrote poems, learned folk dances and made flags.



- Dancefit was added to Choir and Football as after-school clubs
- We sent our best wishes for happy and peaceful celebrations to those celebrating Yom Kippur, Christingle, Hanukkah, Ramadan, Eid up-Fitr, Vaisakhi, Diwali, Chinese New Year and Easter.
- We celebrated Queen Elizabeth's Platinum Jubilee with a day of red, white and blue and picnics and scones on the field.



Dragonflies

Dragonflies Out of School Playcare Ltd is a thriving, 59-place, Out of School Childcare setting registered with The Care Inspectorate Wales (CIW).

For the children of Lakeside Nursery and Primary School, Dragonflies provides: Breakfast Club from 7.40am to the beginning of the school day; Wraparound care

(9.00 am – 12.45 pm / 11.30 am – 3.15 pm), and After School Club from the end of the school day to 6.15 pm).

Holiday and Inset Day care is also available between the hours of 8.00 am and 6.00 pm.

Dragonflies provides quality, accessible out of school childcare offering a range of play activities in a welcoming environment. Dragonflies has a strong and supportive working relationship with Lakeside Primary School and has liaised with Mrs Mitchell throughout the Covid pandemic to provide a continuation of care where possible, in line with Welsh Government Guidance.

Welsh Language

Lakeside Primary School is an English medium school where Welsh is taught from Nursery to Year 6. As well as formal Welsh lessons, pupils take part in daily Helpwr Heddiw sessions and both children and staff are encouraged to use incidental Welsh throughout the day. Our aim in teaching Welsh as an additional language is that all children will develop their bilingual or multilingual competence in order to use the language to the best of their ability.

During the last academic year, we continued to place an emphasis on active learning by involving the children in oral, reading and writing tasks, using a wide variety of resources, including technology. Opportunities were provided to develop knowledge and understanding of our cultural heritage, including celebrating special days in the Welsh calendar such as 'Shwmae Day' and 'Dydd Santes Dwynwen'. Although the second period of Covid Lockdown from January - March 2021 affected our annual Eisteddfod, teaching staff were able to assign Welsh activities as part of Home Learning; the response to these tasks was excellent.

Welsh was regularly part of Contexts for Learning across the school. For example, Year 3 and 4 studied 'Eisteddfod' as a theme, looking at the history and activities of the Urdd and National Eisteddfods and Year 1 learned about St David. Welsh history was also closely studied by Year 6; their context 'A Child's War' included learning about the experiences of Welsh evacuees, and the impact the Swansea Blitz had on the town and the wider area.

In general, the school also promotes Welsh sport and culture through the study of Welsh musicians, artists, athletes and actors.

Inclusion

Pupils have different strengths and abilities, particular needs and areas for development. Some pupils show academic ability early and need to be encouraged and appropriately challenged. Others need more time or assistance to develop their skills in reading, spelling or mathematics or their emotional health and wellbeing.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Account is taken of individual needs through appropriate differentiation of the curriculum both in the classroom and where appropriate, in an individual or small group situation. Staff provide a positive ethos to enable the children to work

towards the development of 'life skills' and instil lifelong learning aspirations for everyone through a range of activities which are fun and enjoyable.

From September 2021, the school will be working to the definition of additional learning as identified in the Additional Learning Needs Code for Wales 2021:

(1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she— (a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home

Any child who is identified as having additional learning needs will be provided with additional learning provision. This is identified as:

(1) "Additional learning provision" for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in: (a) mainstream-maintained schools in Wales, (b) mainstream institutions in the further education sector in Wales, or (c) places in Wales at which nursery education is provided.

(2) "Additional learning provision" for a child aged under three means educational provision of any kind.

(3) In subsection (1), "nursery education" means education suitable for a child who has attained the age of three but is under compulsory school age.

When organising additional learning support it is very important that we provide children who have ALN with a broad and balanced curriculum and regular access to all areas of learning. We believe that children with ALN should not be routinely segregated from their class teachers and peers but be included as much as possible within their class.

We will ensure that teachers and teaching assistants are prepared for dealing with any challenges and complex difficulties posed by children with ALN by providing them with the necessary training. We believe that teachers are responsible for children's learning and teaching assistants will be used effectively to provide the necessary support for children with ALN within the classroom.

We fully embrace person centred practices in our school and as such aim to include both ALN pupils and their parents in any decisions that might affect them. All children who are identified as having ALN will be in receipt of an Individual Development Plan which includes a One Page Profile.

Further support can be gained through the services of specialist teachers or educational psychology team.

The Governor designated as having special responsibility for Additional Learning Needs is Mr George Tackley. The ALNCo at school (Coordinator of provision for Additional Needs and Inclusion) is Ms Beth Williams.

Equalities and Accessibility

Based on our belief that all individuals deserve to be treated with equal respect, we aim to structure the curriculum, the organisation and the management of the school so that all individuals are offered equal opportunities for participation and for inclusion, for advancement and for growth, regardless of gender or social class, race, religion, age or disability.

To this end we seek to foster a climate of equality underpinned by a policy which is supported by staff, by governors, and by parents. The governors and staff of Lakeside Primary School endeavour to eliminate discrimination on the grounds of colour or culture, gender or ability. The school's vision and ethos are underpinned by these principles.

We strive to:

- i) foster an understanding and appreciation of the diverse cultures within our society.
We believe that by introducing a multicultural perspective into the curriculum we will:
 - enrich the education of all children
 - give children opportunities to view the world from a wider perspective
 - help children to question prejudice and develop open-mindedness.
- ii) provide equal opportunities for all pupils and adults irrespective of gender or ability, culture, race or religion.
- iii) cater whenever possible for the additional needs of pupils and adults in ways which make accessible not only the curriculum, but also extra-curricular activities.

Governors are working to make the school more accessible and have agreed an Accessibility Plan, in line with the requirements of the Equality Act 2010. This includes access to the curriculum, to information in different formats and to the buildings.

Healthy Eating and Healthy Schools

Lakeside Primary School is committed to promoting the health and wellbeing of the school community. Lakeside has combined a series of approaches, which allows every child to become happy, motivated, caring and confident learners. Sports bags of equipment are provided for each year group for use during break and lunch times.

We are a Thrive School and use a whole school approach to social, emotional and wellbeing provision. Provision for pupils' wellbeing is effectively delivered to pupils across the curriculum, and through specific targeted interventions for pupils identified as needing more support. The Thrive approach offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provides action plans for their individual needs. Examples of these include Lego – build to express, ELSA, play therapy, circle of friends and individual / group Thrive activities.

Health & Wellbeing is taught using a platform called Jigsaw, which provides lessons and activities for children. These weekly lessons develop children's social and emotional skills and also cover important areas such as Relationship and Sexuality Education.

Pupils at Lakeside can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. The work they undertake across the curriculum, especially in physical education lessons, raises their awareness of healthy lifestyles effectively.

As part of our Active Travel plan Mrs Bird completed a site survey and application to the council for two scooter stands in the school grounds. We also received 10 free scooters under the same scheme. New scooter racks were installed for storage during the school day.

Two successful Sports Days took place at the National Indoor Athletic Centre in Cardiff Met, Cyncoed, as restrictions were lifted by the summer term.

Pupils in KS2 run the Daily Mile every day to help with their wellbeing and to develop their fitness levels.

Pupils regularly take part in local sports tournaments, for example, pupils entered a tennis tournament at Cardiff Met in May, and bronze medals, silver medals and one gold medal were won.

In June, eight Year 6 pupils represented Lakeside at the Quad kids' event, an athletics tournament involving a standing long jump, a vortex throw, a 75m sprint and a tough 600m race. The children performed brilliantly in all events and coped extremely well with the high temperature on one of the hottest days of the year.

The Bronwen's Wish plan for a Wellbeing Pod in the school grounds moved on with designs and plans finalised. The pod will be a safe space for children to access when there is a need for them to do so.

A health and wellbeing section is included in the weekly staff memo and links to mental health and wellbeing sessions and courses were shared when they were received from County.

Summary Statement of the School Improvement Plan 2021-22

No.	Priority	Comments
1		
1.1	<p><u>Literacy</u>: To improve the quality and standards of reading, spelling and extended writing, building on the recovery of any gaps identified during hybrid learning time and developing CfW (Curriculum for Wales)</p>	<p>Data analysis for reading has been strong across the school, in both standards and progress. Most children have made good progress - and some very good - in their reading. A small number of pupils in the lower year groups are highlighted for some support next year. The spelling research has been very successful and spelling ages have improved as a result, alongside the children's attitude to learning spellings.</p> <p>We have now achieved the Dyslexia Friendly Bronze Award</p>
1.2	<p><u>Numeracy</u>: To improve the quality and standards of Maths, building on the recovery of any gaps identified during hybrid learning time; and Maths application, developing CfW proficiencies.</p>	<p>The progress across the year in the reasoning tests was very good, reflecting the children's ability to apply their number skills to word problems. Staff audits and listening to learners were undertaken during the summer term, and the results of these indicated that children had a positive view of themselves as mathematicians and were able to describe resources that help them work things out. Staff are keen to develop further the Numicon resource and training. Pupil and staff questionnaires have been analysed and INSET in September is based on the teachers and pupils needs in line with Curriculum for Wales.</p>
1.3	<p><u>DCF</u>: To improve standards of learning and teaching by improving opportunities to use technology to support learning in school and at home.</p>	<p>School is effectively equipped and resourced in tech, appropriate to each year group. We have been chosen as a pilot school to create the right infrastructure for excellent Wifi in an old building; the building work is taking place over the summer. Staff training and development has gone well this year with a number of bespoke courses accessed through Aspire to Be. Mr P Digital Literacy was particularly effective with a number of Apps and techniques that were able to be implemented immediately. Deep dive monitoring has shown these in action with pupils and are being used to raised standards, for example, in poetry writing.</p>
2		
2.1	<p>To effectively support the mental, emotional and social wellbeing of staff, pupils and the community.</p>	<p>Lakeside has resilient, confident staff who are able to deal with change effectively. Staff feel part of an effective team and work within a positive, vibrant working environment. Staff, pupil and parent wellbeing is considered in all decisions and discussed at least weekly. A comprehensive PSHE/ Health and Wellbeing scheme is in place that</p>

No.	Priority	Comments
		prepares children/young people for their school experiences. Clubs, trips and activities have been gradually introduced with really positive feedback from pupils and parents.
2.2	To support the physical development of pupils through further improvement of the outdoor area.	The Lakeside Half Aker Wood is now open for business and hosted the Nursery-parent singalong as its first event. Staff Outdoor Learning training on the last INSET of the year will be implemented in September and Forest school will now be part of next year's SIP. The Bronwen's Wish pod construction is nearly ready to go and we are excited to see what progress they make over the summer holidays.
2.3	<u>Wellbeing Class</u> Lakeside and EHWP team to support the emotional health and wellbeing of pupils from Lakeside and across the city	Over the summer term we have had a few visitors to the setting who have remarked on the very strong practice they have seen. Children have made good progress both in their academic and social and emotional skills. Staff have been incredible in their learning journey and the Thrive Approach is becoming embedded within their daily practice and conversations.
3		
3.1	<u>Evaluate our Foundations - Why and Who:</u> Evaluate what has been successful and a 'capstone of learning', even in the most difficult of circumstances; stripping back to basics and the core purpose of quality teaching and learning.	<u>Why</u> – staff have a deeper understanding of the Four Purposes and how they apply to the purpose of their teaching and lessons. This is demonstrated well in the Weekly Governor Update 'learning and teaching' sections. <u>Who</u> - Lakeside team has remained strong and resilient over the summer term, especially as cases have begun to rise again and staff shortages have once again been an issue. The community events that we have run (sports days, school fayre) have been very well attended by staff and families, with very positive feedback.
3.2	<u>Redesign our architectures - What; Where; How</u> Redesign our Lakeside learning and teaching architectures from the ground up, using the key structure of our Excellent Teacher Framework.	<u>What</u> – Whilst some staff have begun to familiarise themselves with the AOLES and progression steps, the mapping of these skills will move to next year's SIP. We had arranged team non-contact days for the summer term, however, were unable to sufficiently staff these. <u>Where</u> – Classroom areas were audited alongside the work for Dyslexia Friendly Schools and were noted as being well equipped within these visits. Furniture orders for KS2 have taken place to replace tired and older tables and chairs. The Lakeside Half Aker Wood has been completed and has been used effectively as a learning resource.

No.	Priority	Comments
3.3	<u>Seek the impact that matters</u> We need to shift our attention to mapping and testing the greatest impact in the short, medium and long term for learners and staff.	Welsh Government test analysis has shown good progress across the year, with reading in particular. Targeted interventions were assigned correctly, based on assessment data, and most children made rapid and sustained progress. The assessment measures that are currently in place have proved fundamental in monitoring progress in order that timely adjustments are made, alongside the daily and weekly professional discussions within year group teams.
4		
4.1	<u>Leadership:</u> Ensure that there is effective learning provision and a whole school approach to ALN under the ALNET	The GB are fully trained and informed in all reform procedures. The link governor has met with our ALNCo twice and completed a visit into school (focus – Wellbeing Class). All documentation is up to date and the timetable for transformation of IDPs is on track.
4.2	<u>Staff:</u> Develop a secure understanding of the ALN reforms and ensure that staff are aware of the shared responsibility for ALN	Following their training and experiences this year, teachers are becoming more confident in taking part and leading PCP meetings. This aspect will be fully developed as part of next year's SIP. The cluster plan is going to incorporate school-to-school working for specific staff training and sharing of good practice within interventions.
4.3	<u>Pupils, parents and carers:</u> Ensure that there is an awareness and understanding of the ALN reforms so that they are fully informed.	Across the years N 1, 3, and 5, six pupils are now working under the new ALN code. The other years groups are on track for next year. Both new and existing parents that have transitioned have found the experience to be positive and have felt fully informed.
5		
5.1	<u>Beliefs and Values</u> At an individual level, five of the most common traits in resilient leaders are adaptability, preparedness, collaboration, responsibility, and ethics . All five involve <i>connecting</i> .	Leaders understand the main characteristics at play navigating challenging times, especially at short notice. They are able to share experiences and examples of this reflectively and use their knowledge of how the right mindset can be used successfully. They are able to apply these experiences to where we are going next as a school and be strong as leaders when faced with challenge. They connect well with their teams in order to take them on the journey with us with a positive attitude and less anxiety around change.
5.2	<u>Attitudes</u> Model and lead our team and organization through the essential mindset shifts to	Team meetings are successful conduits of change as the role of professional dialogue has been particularly strong this year. Staff talk openly and honestly about changes and the direct impact they have on pupils' learning and wellbeing. Positive

No.	Priority	Comments
	navigate the path to resiliency.	attitudes are clearly modelled by SLT in both formal and less formal situations. This reflection and honesty has been particularly notable within our year group Deep Dives.
5.3	<u>Structures</u> Accountability and Feedback Loops at every level - ESTYN / GB / Chall Adv (now IP) linked to the new accountability framework with CSC.	Across the year, information has been shared in a format that is accurate, up-to-date and gives main points in a time-effective way. This has included both detailed and summary reports that have included the main points and next steps, together with more detailed analyses back-up by monitoring and data. Both the GB and Improvement Partner have found these useful and accurate accounts of the school.
5.4	<u>Agility on the journey forward</u> Demonstrate agile thinking, attitudes and actions as we move forward with purpose and evaluate our progress as we grow.	The Summer term met us once again with some Covid challenges, particularly towards the end. There was a particularly tricky spot when headteacher, deputy head teacher, caretaker and admin were off with Covid. All staff stepped up admirably. SLT demonstrated strong leadership in both strategic and day to day decisions. Particular strengths demonstrated were timely reflections and evaluations, alongside efficient and supportive teamwork. Well done SLT!!