

**Annual Report to Parents
2022-2023**



Ontario Way Cardiff CF23 6HB
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Headteacher: Rachel Mitchell
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September 2023

Dear Parents,

This is the **Annual Report to Parents for 2022-23**. 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

The 2022-23 academic year saw the implementation of big changes to the curriculum in Lakeside Primary School resulting from the new Curriculum for Wales recently devised and brought in by Welsh Government, and the implementation of the Additional Learning Needs Reform for Wales.

Mrs Burgin continued in her role as acting deputy, while Mrs Haines (nee Frost) continued her secondment with Central South Consortium. At the beginning of the year, we welcomed Mrs Naomi Thomas to the PPA team to lead on Outdoor Learning throughout the school. Mrs Loulou moved to Year 6 in place of Miss Fry who was on secondment and Mrs Gamble joined the Year 3 and 4 teams as a teacher.

We congratulated Miss Charlotte Lucocq on her marriage. She is now Mrs Giangrandi. Miss Sophia Callow and Mrs Llewelyn both gave birth to baby girls.

During the year, two Teaching Assistants - Miss Georgja Birch and Miss Olivia Gibbons - moved on to new jobs, in which we wished them both well. Mrs Nia Butler from the office also moved on to another position and we welcomed Miss Becky Strange in her place. From March, as part of her Welsh in a Year secondment at Cardiff University, Miss Fry made regular visits to school to prepare for her return, and subsequent work on Welsh at Lakeside in September.

At the end of the year we said goodbye to Mrs Zoe Gamble, Year 3 teacher, and Teaching Assistants Miss Jenny Lloyd, Mr Daniel Burdziak, Mrs Shahnaz Shahid, Mrs Amanda Haynes and Mrs Iris To. We wished them all well in their future endeavours and thanked them for their commitment, hard work and enjoyable company throughout the year.

Nick Alexander

Chair of Governors
Lakeside Primary School

Members of the Governing Body

(Term of office end date is shown in brackets)

Parent governors

The parent body elects **five** governors.

Chris Hamblin (10/23)

Bryony Lewis (4/25)

Paul Crayford (4/25)

Dr George Tackley (4/25)

Claudia Bennett(4/26)

Teacher governors

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

Lisa Rayer (9/27)

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** (10/24)

Robert Hopkins (3/26)

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 (8/27)

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

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/Additional Learning needs/CLA: Dr 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: Nerys Tudor Jones

Science and Technology: Nerys Tudor Jones

Expressive Arts: Bryony Lewis

Health & Wellbeing: Nick Alexander

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**)

Lisa Rayer

Sarah Hart

Paul Crayford

Bryony Lewis

Chris Hamblin

Bethan Simons

Claudia Bennett

Anna Goralska

Sophie Lougher
Sean Carey
Dr George Tackley
Clerk: Virginia Pritchard
Observer: Vicky Burgin

Resources Committee

Nick Alexander **CHAIR**
Louise Tanner / Sarah Hart
Sean Carey
Chris Hamblin
Paul Crayford
Bryony Lewis
Sophie Lougher
Anna Goralska
Rachel Mitchell
Clerk: Virginia Pritchard
Observer: Vicky Burgin

School Improvement Committee

Robert Hopkins **CHAIR**
Lisa Rayer
Nerys Tudor Jones
Dr George Tackley
Bethan Simons
Claudia Bennett
Rachel Mitchell
Observer: Vicky Burgin

Policies and Strategies

A summary of any review undertaken and any policy or strategy adopted by the governing body during the academic year 2022 - 2023

Full Governors

Instrument of Government
Standing Committee Terms of Reference
Principles of Conduct
Child Protection Policy
DBS policy and procedures
Complaints procedure and Vexatious Complaints policy
Charging and remissions policy
Financial Regulations
Tendering advice and procurement
Authority list
Updated Complaints Guidance
School Improvement Plan
Safe Touch Policy (based on Thrive and Trauma Informed Schools)
Positive Relationships Policy
Anti-bullying policy and guidance
Health and Wellbeing AOLE Policy

Equalities Policy
 Equalities report and action plan
 Accessibility Plan
 HR Bulletin 44 – Amendments to Annual Leave
 Dignity at Work policy

School Improvement Committee

Terms of Reference
 SIP scrutiny
 Termly progress reports
 School self evaluation

Resources Committee

Terms of Reference
 Health & Safety Policy
 Traffic Management Plan
 Code Red/Emergency procedures
 Charging and Remissions Policy
 HR Bulletins 41 and 42
 School Redeployment Redundancy Policy
 Health Care Needs Policy

Language of the School

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

School Staff 2022/23

Teaching staff

Headteacher **Mrs Rachel Mitchell**

Acting Deputy Headteacher
 & Y1 & 2 Team leader; Language/Literacy/
 Communication Drive Team **Mrs Victoria Burgin**

Inclusion Manager/ALNCo **Mrs Bethan Williams**

Progress Step 1 Nursery & Reception	Progress Step 2 Years 1, 2 & 3 & Wellbeing Class	Progress Step 3 Years 4, 5 & 6
Mrs Sam Goddard (Nursery Teacher) (DSP)	Mrs Sarah Hart Wellbeing Class Team Leader (DSP)	Mr Russell Vanstone Y4 Team Leader Health and Wellbeing Drive Team (First Aid)
Mrs Lisa Rayer N/R Team Leader Expressive Arts Drive Team (Reception Class)	Mr Michael Haines Wellbeing Class Team Leader	Mrs Holly Bird (Year 4)

Mrs Nerys Davies (Reception Class) (First Aid)	Mrs Louise Nessbert (Year 1) Mrs Vicky Burgin (Year 1)	Mrs Louise Tanner – Y5&6 Team Leader Humanities Drive Team (First Aid)
Mrs Sarah Street (Reception Class)	Mrs Katie Evans (Year 1)	Mrs Nicola Vanstone (Year 5)
	Miss Vicky Page (Year 2)	Mrs Loulou Evans (Year 6) (First Aid)
	Mrs Ceri Harries (Year 2)	Miss Gemma Taylor (Year 6)
	Mrs Penny Doyle Y3 Team Leader Science and Tech Drive Team (DSP & First Aid)	
	Mrs Sharon Vanstone (Year 3)	
	Mrs Zoe Gamble (1 day Year 4; 3 days Year 3)	
	Mrs Rachel Evans (PPA)	

Bold: Senior Leadership Team

HLTA: Mrs Nia Sherman
Mrs Naomi Thomas (PPA)

Senior Teaching Assistants

Mrs Sian Johns **(First Aid)**
Mrs Pauline Morgan **(First Aid)**
Miss Sarah Clarke **(DSP)**

Teaching Assistants

Mrs Libby Thomas	Mr James Thomas (First Aid)	Miss Jasmin Cribbett
Mrs Emma Owens	Mrs Annabella Llewelyn	Miss Sophia Callow
Mrs Karen Martin	Miss Alys Evans (First Aid)	Mrs Reyaneh Jaberansari
Mr Daniel Burdziak	Mrs Sadie Nilssen	Mrs Karen Mingay
Mrs Iris To	Miss/Mrs Charlotte Lucocq/ Giangrandi	Miss Jenny Lloyd
Mrs Shahnaz Shahid	Mrs Louise Evans	Mrs Cherrie Kearle
Mrs Amy Shepherd	Mrs Melanie Jarvis	Mrs Chrissy Thomas
Mrs Mel Hoskins	Mrs Rosey Cole	Mrs Louise Fish

Ms Suzanne Perks	Miss Amanda Corley	Mrs Jo Jones
Miss Thea Rundle	Mrs Amanda Haynes	Miss Georjia Birch
Miss Olivia Gibbons		

Non-teaching staff

Office Manager	Mrs Virginia Pritchard
Assistant secretary (Attendance)	Mrs Rachel Rundle
Assistant secretary (SIMS/Staffing)	Mrs Nia Butler/Miss Becky Strange
School Cook	Mrs Karen Harvey

Reception to Year 2 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/Giangrandi

Years 3 to 6 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 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

School terms and holiday dates 2023-24

2023 / 2024 Academic year	Term Starts	Term Ends
Autumn Term	4 th September 2023	27 th October 2023
Autumn Term	6 th November 2023	22 nd December 2023
Spring Term	8 th January 2024	9 th February 2024
Spring Term	19 th February 2024	22 nd March 2024
Summer Term	8 th April 2024	24 th May 2024
Summer Term	3 rd June 2024	22 nd July 2024

Attendance for the 2022-23 academic year

	Present/approved educational activity			Authorised absences			Unauthorised absences		
	M	F	Both	M	F	Both	M	F	Both
Total of all pupils (%)	92.4	94	93.1	5	3.7	4.4	2.6	2.3	2.5

Attendance for the academic year 2022-23 was 93.1% overall.

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. We meet regularly and hold Health and Safety walks to ensure that the school environment both inside and outside is suitable for children, staff, parents/carers and visitors.

The committee oversaw some adaptations to the school sit during 22-23:

- New kitchen was fitted to deliver Universal Free School Meals
- New boiler
- New outdoor light
- Tarmac re-laid on path to office
- A new kitchen unit and sink in top floor Thrive Room and sink in top floor recess
- New whiteboards in several classrooms
- New soil pipes and toilets on middle floor
- Conifer trees edging the lower playground were removed due to subsidence concerns
- New storage shed was put up in Lower playground, paid for by the PTA
- New fibre optic cable installed to improve internet access throughout school

Nick Alexander
Chair, Resources Committee

CARDIFF COUNCIL/GYNGOR CAERDYDD
SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLION 2022-2023

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	1,184,159		1,188,749	
Special Needs Teachers/Athrawon Anghenion Arbennig	52,042		56,876	
Teachers for statemented pupils/Athrawon ar gyfer disgyblion sy'n destun datganiad	125,134		126,166	
Long Term Supply/Llanw Hir Dymor	50,643		52,623	
Special Needs Support Staff/Staff Cymorth Anghenion Arbennig	359,055		359,510	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyywr Meithrinfa/ Cymhorthion Athrawon / Cynorthwyywr	247,011		255,061	
Mid Day Supervisors/Gorychwylywyr Canol Dydd	40,771		39,591	
Library Staff / Attend Officer/Staff Llyfrgell / Swyddog Presenoldeb	0		0	
Administrative Staff/Staff Gweinyddol	71,466		71,919	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	0		0	
Training Costs/Costau hyfforddi	15,472		7,313	
Other Staff Costs/Costau staff eraill	95,942		136,808	
Total Staffing Costs/Cyfanswm Costau Staff		2,241,695		2,294,615

Premises Related Costs/Costau Eiddo				
Caretaking Staff/Staff Gofalwyr	40,111		43,959	
Domestic Staff/Staff Domestig	0		39	
Grounds Staff/Staff y Tir	9,584		10,085	
Cleaning Costs/Costau Glanhau	70,986		74,402	
Energy Costs/Costau Ynni	42,903		42,126	
Rates/Cyfraddau	24,610		24,610	
Repairs and Maintenance/Atgyweiriau a Chynhaliath	95,109		56,717	
Water/Dŵr	12,000		9,772	
Total Premises Related Costs/Cyfanswm Costau Eiddo		295,303		261,711
Transport Costs/Costau Cludiant				
Staff Transport Costs/Costau Cludiant Staff	0		203	
Vehicle Costs/Costau Cerbydau	500		0	
Total Transport Costs/Cyfanswm Costau Cludiant		500		203

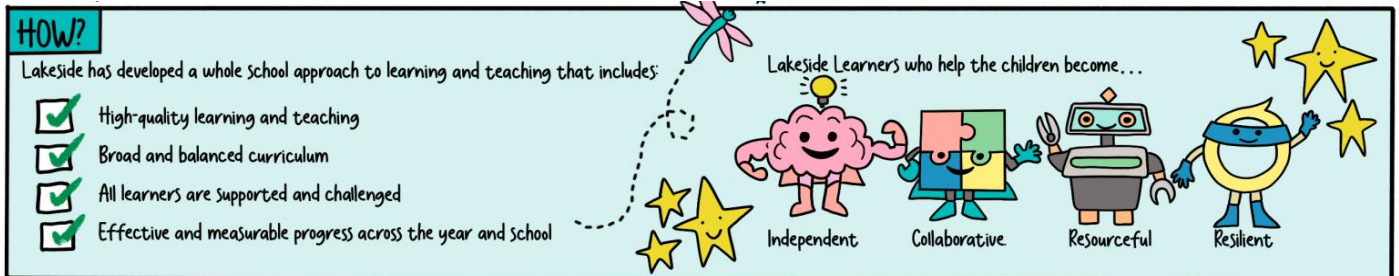
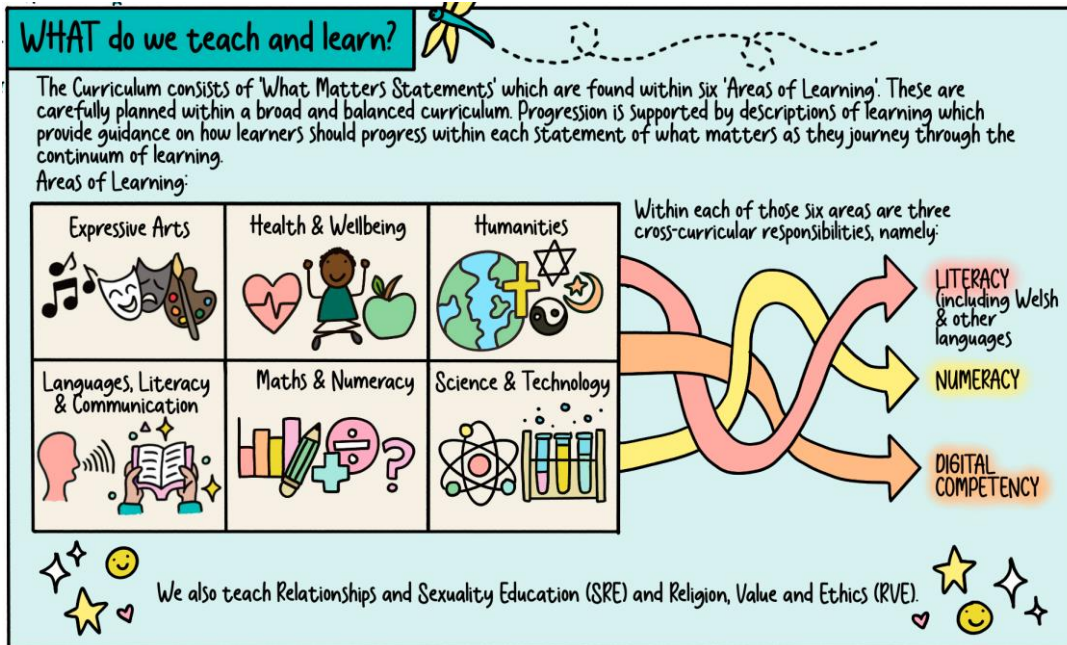
Supplies and Services/Cyflenwadau a Gwasanaethau				
Teaching Materials/Adnoddau Addysgu	40,000		34,899	
Equipment, Furniture, Materials & music tuition/Offer, Dodrefn, Deunyddiau a hyfforddiant cerddoriaeth	20,200		15,571	
Unallocated / Savings to be found/Arian heb ei ddsbarthu / Cynilion	9,429		0	
Communications Equipment and Services/Offer a Gwasanaethau Cyfathrebu	5,800		6,201	
Games & School Activities/Gemau a Gweithgareddau Ysgol	6,000		49,873	
Clerk to Governing Body/Clerc y Corff Llywodraethu	1,444		1,444	
Other office costs/Costau swyddfa eraill	22,450		23,255	
Printing & Stationery/Argraffu a Deunydd Ysgrifennu	20,000		13,523	
Subsistence and expenses/Cynhaliath a threuliau	0		5,396	
Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau		125,323		150,161
Central Services/Gwasanaethau Canolog				
Service Level Agreements/Trefniadau Lefel Gwasanaeth	17,342		16,882	
Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog		17,342		16,882
Income/Incwm				
Additional Central Funding/Nawdd Canolog Ychwanegol	-271,994		-105,205	
Donations/Rhoddion	0		-63,552	
Lettings/Gosodiadau	-21,000		-22,036	
Other Income/Incwm arall	-71,522		-100,204	
Grant Income/Incwm rhent	-6,556		-323,204	
Training and Tuition Income/Incwm Hyfforddiant	-15,312		-22,900	
Total Income/Cyfanswm Incwm		-386,384		-637,100

Interest and Other/Llog ac Arall				
Interest/Llog	0		-3,507	
Total Interest and Other/Cyfanswm Llog ac arall		0		-3,507
Total Net Expenditure/Cyfanswm Gwariant Net				
		2,293,779		2,082,965
Less Uninvested Balance Brought Forward/Llai'r Balans na fuddsoddwyd a ddygwyd ymlaen		-333,349		
Less earmarked Rates/Llai'r Cyfraddau a glustnodwyd		-24,610.00		-24,610.00
Contribution to / from balances/Cyfraniad i / o falansys				-122,535
Revised Net Expenditure/Gwariant Net Diwygiedig		1,935,820		1,935,820

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.

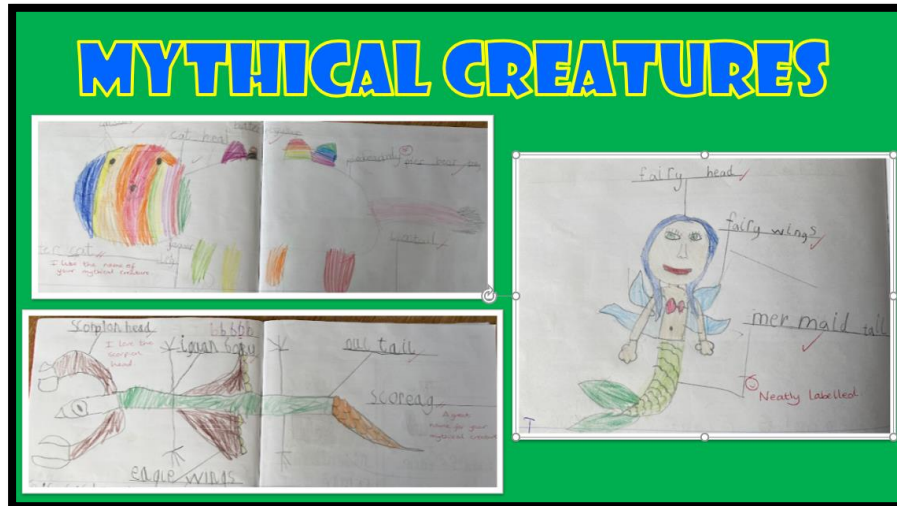
Teaching & Learning



PARENT/CARER SHARING SESSIONS

As part of the Express phase of year groups' learning projects, children presented their work and experiences to parents/carers in sessions in the school halls. Each sharing session took a different form according to the learning project.

For example, Year 1 shared their Brazil learning project with photos and videos from their south American dance sessions, their Fruit Fiesta poems, the mythical creatures they designed and their learning about Brazil as compared with Wales. Parents/carers enjoyed music and art created by the pupils and joined in Brazil-themed games with their children.



Another example saw Year 5 parents/carers making planting pots with their children then planting seeds to grow a plant of their choice. Year 2 presented tourist information about Wales in their sharing session, while Year 4 enjoyed a road trip around the USA, which included models of iconic buildings which lit up because they contained electric currents.



Reception pupils shared their Dinosaur learning project with parents/carers by singing some songs, showing a video of the whole project and showing the wonderful dinosaurs they built.



Years 3 and 6 shared their Eisteddfod art in their sharing sessions, with Year 3's focus on art and science, and Year 6 presenting travel opportunities to the Antarctic.



Health and Safety

Buildings & Estate

- The school kitchen was replaced before the start of the new term in order to accommodate the rollout of Universal Free School Meals.
- New toilets and new soil pipe were put in girls' toilets on middle floor
- A new boiler was fitted
- Fibre optic cables were fitted for improved Wi-Fi
- Both Halls were fitted with brand new interactive boards with in-built sound
- The Year 4 classrooms received brand new tables and chairs
- The path from the main gate to the school office was re-laid with tarmac to get rid of potholes
- Outdoor Learning Classroom, donated by Admiral Insurance, was put up.

School Toilet Facilities

The Foundation Phase buildings 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. The middle floor toilets were redecorated during the academic year. A toilet survey was completed by the local authority which shows that some toilets in the Key Stage 2 building need updating and have been added to the local authority's School Organisation Plan.

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, particularly during PPA sessions, where Mrs Thomas delivers outdoor learning sessions with all classes.

All Nursery to Year 2 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; creating new habitats for mini beasts; making and using bird feeders; planting seeds and bulbs; tree-decorating for celebrations; growing and releasing butterflies (Nursery); Spring walks; tree- and flower-identification; weather experiments; geometry investigations (perimeter and area); celebrating World Bee Day, and taking part in the RSPB's Big Schools Birdwatch.

World Bee Day celebrations, including some of our governors



Our outside areas continue to be developed. An outdoor classroom was donated by Admiral Insurance and has been put up near the Lower School playground. A storage shed was paid for by the PTA in which outdoor play equipment is stored and the Lower School playground had markings painted on it, providing a running and driving track plus a construction area.

Work began over the 2023 summer break on our very exciting Wellbeing Pod, which is being built in the school grounds. This is being financed by Bronwen's Wish, a charity set up by the family of the late Bronwen Morgan, former pupil and staff member at Lakeside. We are the first school to receive this wonderful facility and look forward to its completion during the next academic year.

Following a report by the 2022-23 School Council pupil group, the PTA provided large bags for each year group, full of equipment for break and lunch times. These include several different types of balls, hula hoops, chunky chalk, ankle skippers and much more.

Please see the video via this link for a full account of what the PTA have provided for school in 2022-23. <https://lakeside-primary-school-cardiff.primarysite.media/media/pta-2022-23-summer>

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 ask questions and evaluate the progress the school is making on the following aspects: improving aspects of pupils' literacy skills; improving particular mathematical skills; supporting the well-being of learners, teaching and support staff; building on the work already done to take forward the school's implementation of the new curriculum requirements for Wales; the development of provision for pupils with additional learning needs; the work done by the school's leadership team to evaluate progress regularly through the year and the steps taken to develop improvement planning in response. We have been particularly interested in the research work done into learning activities that give pupils strategies to improve their spelling. We have also scrutinised the investigation done in the spring and summer terms into girls' attitudes towards science as an area of learning and potential future career. Our meetings are always interesting and informative and promote lively debate, challenge and support.

The headteacher and her colleagues continue to work very hard to implement the school's post-covid recovery and to ensure that the many and varied opportunities that pupils have to learn are fully restored. We continue to be impressed by their exceptional commitment to the school's pupils. Attendance has continued to improve. While it compares well with that of other schools, it has not yet quite returned to pre-Covid levels. Attendance is a priority in the school's improvement plan and we know that staff are grateful for the support of parents in this. Everyone is working hard to reinforce the importance of regular attendance at school and to provide individualised support where this is helpful.

Now that the restrictions related to Covid-19 have significantly reduced, we are pleased as governors to have been able to develop opportunities to come into school to meet Lakeside's learners, teaching and support staff in person. This has included attendance at assembly, contact with the learning environment, meetings with teaching staff in our role as link governors to discuss the outcomes of evaluation activities and the reasons behind particular improvement priorities.

In addition to our scheduled meetings, the headteacher has continued to provide governors with a weekly newsletter. This gives us a comprehensive insight into the varied nature of the school's activities week by week and the inspiring efforts made to enrich the learning experience both inside and outside the classroom. We are always impressed by the enthusiasm and kindness 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

- Every week pupils are selected to receive a certificate for demonstrating the characteristics of one of our Lakeside Learners and these are presented in assemblies.
- Pupils harvested vegetables grown in the Half Aker Wood Garden, including some enormous pumpkins
- Year 4 performed for the Music Service Christmas concert in which they took part in December at St David's Hall
- After-school Choir, Football, Dancefit, Sportsfit, First Aid, Chess, Coding and Improvisation clubs restarted during the 22-23 academic year
- Year 3 undertook swimming lessons for two weeks
- In the lead-up to March 1st, the whole school took part in Welsh Week with Wales- and Welsh-related activities (including some outstanding artwork - below), culminating in our Eisteddfodau and the chairing of the bard.



- The PTA financed playground markings for a cycle track, running track, an art area and a Construction Zone on one playground.



- Year 5 completed cycling proficiency training
- Two Sports Days took place at the National Indoor Athletic Centre at Cardiff Met
- Year 5 pupils were trained in being play leaders and in conflict resolution and volunteered to work with younger pupils at break times
- Year 3 took part in a reading project with a team of Educational Psychologists, with excellent results

'Engage' activities, trips and visits

- Year 5 visited Llancaiach Fawr as part of their Tudor history learning project
- Year 6 visited Cardiff Castle as part of their World War 2 Learning Project. They recited poppy poems and laid poppies for Remembrance.
- Some lovely farm animals, including a donkey called Maud, visited school so that Nursery children could enjoy meeting them.
- Three parent-GPs came to school as 'Project Experts' to support the learning around Betsi Cadwaladr in Year 2
- Dinomania visited Reception to launch their Dangerous Dinosaurs learning project. Pupils visited Cardiff Museum at the end of the project.
- Year 1 learned to do the conga to launch their new learning project about Brazil – Rio de Vida.
- Year 2 visited Cardiff Castle as part of the launch of their learning project Towers, Tunnels and Turrets
- Year 3 visited Cardiff Museum to launch their Predator! learning project
- Pupils from years 5 and 6 attended a two-night residential trip to Abernant in Brecon; pupils who remained in school enjoyed art and technology activities
- Reception were treated to a puppet show in school as part of their Puppets and Pop-ups learning project
- Reception visited Barry Island to launch their *At the Beach* learning project
- Year 1 visited Mountain view Ranch in Caerphilly as part of *their Enchanted Woodland* learning project
- Year 2 visited Newport Wetlands as part of their *Our Natural World* project
- Year 3 visited Porthkerry Park as part of their *Tremors* learning project.
- We celebrated World Bee Day by wearing bright colours to school, and were joined by governors, who helped Year 6 pupils do some planting in the Winnie the Pooh garden.
- The Welsh band trio visited school and entertained us with their informative and funny history of brass instruments.



Pupil Voice Board

A Pupil Voice board was set up which features invitations for children to express opinions, answer questions and solve riddles. The contents of the board changes on a weekly basis. Popular boards included a Comic Relief caption competition featuring photos of staff, and the questions *What colour are your emotions today?* *Which superpower would you like to have and why?*

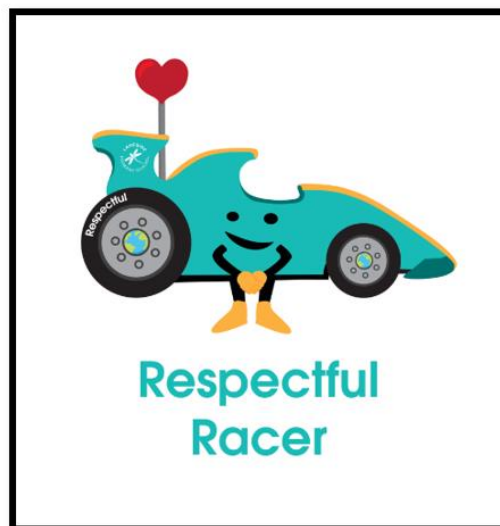


Pupil Voice Groups

1) PUPIL LEADERSHIP TEAM

- The Head Boy, Head Girl and deputies were selected through application and interview. The Head Boy and Girl awarded the weekly Lakeside Learner certificates throughout the school year. Prefects, Play Leaders, Official Helpers and Reading Buddies were also selected from the applicants.
- The team...
 - Delivered an assembly during Anti-bullying Week and made a video of their sketch and a discussion about making the video
 - Revamped the school values, which are now *Respect Ourselves*, *Respect our Community* and *Respect our World*
 - The Pupil Leadership Team also ran a competition to design a school mascot. We now have one, named *Respectful Racer*.
 - Launched and judged a competition to design a Three Before Me poster

Lakeside School Values



2) CRIW CYMRAEG

- Planned and delivered activities for Shwmae Day, including a poster competition which they judged and awarded prizes for
- Assisted Mrs Loulou in preparations for and organisation of Welsh Week and the Years 3 to 6 Eisteddfod
- Created a video about the Welsh alphabet to share with the school and Lakeside families.

3) LAKESIDE CITIZENS

- Organised the “Brita Design a Recycling Bin” competition, judged the entries and chose the winners.
- Agreed a litter-picking rota and organised an order for litter-picking equipment
- Group members took part in two videos: a handwashing demonstration and a healthy lunchbox video, featuring Mr Vanstone. These can be viewed here:

<https://lakeside-primary-school-cardiff.primarysite.media/media/hand-hygiene>

<https://lakeside-primary-school-cardiff.primarysite.media/media/healthy-lunchboxes>

4) SCHOOL COUNCIL

- Launched their Suggestion Boxes initiative with boxes placed around the school for pupils to make suggestions. One popular suggestion for more equipment at play times was fulfilled during the year by the PTA, who supplied Years 3 to 6 with bags containing all kinds of balls, skipping ropes, outdoor games, hoops, etc.
- Hosted a “Poems for the Planet” competition for Greenpeace, collating and judging the entries.
- Organised a visit from the mayor of Cardiff whose chosen charity was Guide Dogs and a fundraising event followed in support of the charity. Following this, the mayor and guide dogs made an appearance at our PTA Summer Fayre.



5) DIGITAL LEADERS

- Launched, judged and awarded prizes for a competition for Autumn half term for pupils either to create a picture using things found on an Autumn walk, or take a photo of Autumn colours.





- Digital Leaders presented an assembly for Safer Internet Day in February

Community

- PTA events during 2022-23:
 - Uniform sale in support of the DEC Pakistan Flood Appeal
 - Regular PTA Cake Sales
 - Cake sale to raise money for the Turkey/Syria earthquake appeal
 - PTA Preloved Halloween costumes and Christmas jumper sale
 - Spooks and Sparkles Disco (£1175 raised)
 - Christmas Fayre
 - Christmas cards, mugs, tea towels, etc
 - Tabletop Sale
 - Uniform sales
 - Seedling sale
 - Children's book sale
 - Summer Fayre
- During 2022-23 Lakeside raised money or donated to the following charities:
 - Cardiff Food Bank: 182kg of food donated and collected by the Food Bank for distribution
 - Bronwen's Wish
 - Children in Need
 - Save the Children
 - Crisis South Wales
 - Childline
 - Red Nose Day

Charity collections and PTA fundraising across the year raised a total of £11,154.00.

- Other community events
 - We marked the death of Queen Elizabeth II appropriately, and looked back at our Platinum Jubilee celebrations the previous June
 - WOW Walk to School trackers were used to monitor modes of travel to and from school and to encourage sustainability
 - Pupils entered the Brita *Design a Recycling Bin* competition and this was organised by the Lakeside Citizens pupil group. Two of our pupils' entries were runners-up in the national competition
 - Staff supported the Bronwen's Wish charity Sunflower Ball to raise funds for the charity and to remember Bronwen
 - Everyone wore Yellow for World Mental Health Day

- Everyone wore red for Shwmae Day
- Everyone wore odd socks for the launch of Anti-bullying Week
- Everyone wore spots for Children in Need Day (£361 raised)
- Everyone wore Christmas jumpers to raise money for Save the Children
- Year 1 visited Santa's grotto at Cartref Care Home in Roath
- The School Choir visited Llys Cyncoed Care Home to perform for the residents
- The PTA organised and paid for a Christmas pantomime for pupils
- Outdoor Learning pupils decorated the Half Acre Wood Garden for Chinese New Year



- Year 6 pupils visited pupils in Reception, Year 1 and Year 2 to undertake paired reading with younger pupils needing additional support
- Pupils and staff wore number-themed clothes to school on NSPCC Number Day.
- Children took part in the RSPB Big School Birdwatch
- The Half Acre wood garden was decorated for Eid



- We celebrated King Charles's coronation by wearing red, white and blue and enjoying scones with cream and jam.

Dragonflies

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

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.

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.

Year 6 teacher and subject leader, Miss Louise Fry, spent the 22-23 academic year at Cardiff University on secondment to study Welsh in a Year. She will return to school to support Welsh learning across all year groups in September 2023.

At Lakeside, we continued to place an emphasis on active learning using a wide variety of resources, including technology. We developed pupils' knowledge and understanding of our cultural heritage, and celebrated special days in the Welsh calendar such as 'Shwmae Day' and 'Dydd Santes Dwynwen'. Welsh Week was a great success and culminated in exciting and enjoyable Eisteddfodau across the school.

Welsh and Wales was included in many of the learning projects across the school. For example, Year 1 compared Brazil and Wales, Year 2 looked at tourism in Wales and Year 6 look at Wales during World War II. During Welsh Week a number of Welsh artists were studied and imitated, producing some excellent art from the pupils.

Additional Learning Needs (ALN)

At Lakeside we meet the needs of learners with ALN using a whole-school approach. Learners who are identified as having ALN are fully included in all aspects of school life. Account is taken of individual needs through appropriate differentiation of the curriculum both in the classroom and where appropriate, as individuals or small groups of learners. Staff provide a positive ethos to enable all learners to work towards their full potential and to instil lifelong learning aspirations for all.

We fully embrace a person-centred approach ensuring that children with ALN, and their parents, are fully involved and participate in decisions that 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 is regularly gained through the services of specialist teachers, medical professionals or the educational psychology team.

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

From September 2021, the school has been 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 is 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.

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 and to the buildings.

Below is a link to the Accessibility Plan:

<https://primarysite-prod-sorted.s3.amazonaws.com/lakeside-primary-school-cardiff/UploadedDocument/ee62cc1b-2c42-4f1e-a775-351e316f0f97/lakeside-access-plan-lakeside-jan-2023-for-website.pdf>

Below is a link to the Strategic Equalities Plan:

<https://primarysite-prod-sorted.s3.amazonaws.com/lakeside-primary-school-cardiff/UploadedDocument/5745364e-ba7e-4b00-b863-cfd124dc9369/strategic-equalities-plan-2022-2025-for-website.pdf>

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 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 - circle of friends and individual / group Thrive activities.

Staff in our Wellbeing Class are also trained in the Trauma Informed Schools approach to support the pupils who attend our local authority base.

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, effectively raises their awareness of healthy lifestyles.

Our Lakeside Citizens pupil group promoted healthy eating and hygiene with posters and videos.

Two successful Sports Days took place at the National Indoor Athletic Centre in Cardiff Met, Cyncoed.

Pupils 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. Pupils regularly bring sports medals, cups and certificates to school to share in our whole school assemblies. Activities include running, football and cricket.

Ground preparation for the Bronwen's Wish Wellbeing Pod took place and building work was set to commence during the summer break. 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 2022-23, created July 2023

SIP PROGRESS Summer term 2023

No.	Priority	Pers on	Comments	RAG Aut	RAG Spr	RAG Sum
1	Ensuring progression in key skills					
1.1	<p>WM: Understanding Languages: Develop our understanding, empathy and our ability to respond and to mediate effectively.</p> <p>WM: Literature Fires Imagination and Inspires Creativity: Children can show empathy when responding to literature and understand that others may have different views from their own.</p> <p>WM Expressing Ourselves through languages is key to communication: Children can spell common irregular words correctly</p>	VB	<ul style="list-style-type: none"> • A good range of Speaking and Listening activities continues to be planned for, for example, a debate in Year 1 over whether Jack was right to steal from the giant. Following on from the effective implementation of a new document for planning and assessing writing, a new Speaking and Listening document has been written by VB to aid planning and teaching and to allow class teachers to assess children’s skills against broken down Progression Steps. This will be a useful baseline for the new class teachers in September. Following on from the Assessment Cluster and LLC AoLE Cluster meetings, next steps will include looking at implementing Voice 21 and Tier 1, 2 and 3 vocabulary to further develop their S & L skills. • Books areas in Nursery, Reception (PS1) and Year 1 (PS2) have been reorganised and class teachers have fed back that there has been an increase in the number of children accessing this area for independent reading. • The WG tests show very good progress in Reading across the school. The Paired Reading Intervention led to children making particularly pleasing progress in Year 3. • 2 members of staff (KE and LE) attended the Pie Corbett Talk to Write course and the feedback to VB was very positive. They will deliver INSET in the autumn term to show all staff how they can further develop the Pie Corbett approach to storytelling. • Following the Literacy Deep Dive that highlighted the need to develop the teaching and learning of Punctuation across the school, all staff have been given punctuation cards of the Alan Peat definitions to ensure a consistent approach. A Google Slides PowerPoint has also been made to aid the teaching of punctuation. Gareth Coombes assessment training in September will help to improve the standard of punctuation across the school through AfL strategies. • LF has completed her Welsh secondment and has begun to feedback to SLT the next steps. The regular teaching of French in Year 5 and 6 has led to the children being able to use simple commands and phrases. VB attended the LLC Assessment Cluster at Cardiff High – discussed how to effectively teach Welsh and MFL (French). Next meeting will focus on new Welsh continuum. • Where practice is most embedded, children are using the tricky word hats regularly when spelling and CfL books show an improvement in the spelling of the tricky words (e.g. In Year 1). This will now be embedded across the school. (Link to way forward for ALN spelling groups) 			

1.2	<p>WM: The number system is used to represent and compare relationships between numbers and quantities:</p> <p>Children can use a range of representations to develop and secure my understanding that the value of a digit is related to its position.</p> <p>Principles of Progression: Conceptual Understanding</p> <p>Learners demonstrate conceptual understanding through being able to explain and express concepts and by being able to represent a concept in different ways, including verbal, concrete, visual, digital and abstract.</p>	LT, CH	<ul style="list-style-type: none"> The Maths and Numeracy Deep Dive showed that maths is being taught effectively across the school and standards are good. Children are engaged during lessons and given many opportunities to explain and discuss their thinking. The use of manipulatives as a teaching tool and to support learning was also a strength e.g. the use of large Numicon in Reception and the use of Dienes in Year 4. Following positive feedback from staff accessing the free White Rose maths resources on Cornerstones Maestro, the school have purchased the full online package to drive the teaching of maths across the school. Staff have had an initial INSET to show the resources available and there will be a follow up in the new term. In the autumn term, the maths Drive Team will work alongside each year group to update our maths mapping. Pupils have made good progress across the year in both their Procedural and Reasoning tests. 			
2	Health and Wellbeing					
2.1	<p>WM: Our decision-making impacts on the quality of our lives and the lives of others</p> <p>Children recognise that some decisions they make will have a long-term impact on their life and the lives of others.</p> <p>Principles of Progression - Making connections and transferring learning into new contexts</p> <p>Progression means learners developing an appreciation and regard for the needs of others and the impact of decisions, actions and circumstances on them. The development of empathy, care and respect for others is critical to this</p>	RV	<ul style="list-style-type: none"> The Ed Psych Team came into school to offer and run Play leaders and MDS TAs training sessions. The training included how to set up and run games with younger children and deal with any minor friendship fall outs. In addition, MDS and a number of TAs were given training in promoting play opportunities and supporting children in resolving conflict. RSE lessons took place in the summer term. Packs with all the resources are available in the school office for parents/carers to view. School of Sanctuary – school is beginning the process of becoming a School of Sanctuary. We have received the first 2 training sessions for this from our Closing the Gap officer. School of Sanctuary fosters a culture of welcome, belonging and solidarity for those seeking safety. As we completed the training, we were able to give many examples of things we already do that support this ethos. It will continue in next year’s SIP. 			
2.2	<p>WM Statement – How we process and respond to our experiences affects our mental health and wellbeing</p> <p>Children can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.</p> <p>Wellbeing Class – Trauma Informed Approach Whole school – Thrive Approach</p>	RV / SH	<ul style="list-style-type: none"> Following the completing on SH’s diploma in Trauma Informed Practice, we ran a session for the rest of the Wellbeing Class and other staff from mainstream around the principles of Trauma Informed Schools and strategies that help support children suffering with trauma. The work that SC has completed this year as part of her whole school Thrive Practitioner role has been very positive. Her presence around the school has been noticeable, in particular, on the gate in the mornings where she is greeted daily with smiles and waves and is there ready make the beginning of the day a positive, welcoming experience for anyone who may need support. This work will also continue in next year’s SIP particularly in developing class Thrive profiles. 			
3	Preparing for Curriculum for Wales					
3.1	<p>3.1 What? Principles of Curriculum Design</p>	VB / SLT	<ul style="list-style-type: none"> All year groups have now reviewed their Learning Projects and updated them and this had led to a broad and balanced curriculum across the school and ensured every year group has an Expressive Arts, 			

	To ensure a curriculum that is broad and balanced across all 6 areas and includes the mandatory curriculum components of RSE, RVE (Termly Mapping / Skills Coverage)		Humanities and Creative Development Drive. For example, Reception changed their travelling LP to The Farm to allow more Science opportunities. <ul style="list-style-type: none"> • AOLE mapping has been an effective means of year groups ensuring coverage. A gap analysis in the summer term allowed teachers to plan in any missing skills. Following on from this horizontal (year group) mapping, next steps will be for Drive Teams to carry out a vertical gap analysis to look at coverage across Progression Steps, from Nursery to Year 6. • In line with CfW, reports to parents have been updated so that the school is reporting on progress against the AOLEs – the feedback from staff on the new format has been positive. We await parental feedback. • The Cath Delve training has had a positive impact on ensuring a smooth transition between Y2 and Y3. For example, in the summer term Y2 are working in larger groups, and Missions have been introduced into Y3 as a follow on from Enhanced Provision in Y2. 			
3.2	3.2 How? Revisit our Excellent Teacher strategy to ensure a strong repertoire of teaching strategies that can be adapted to meet the needs of all learners within our setting with authentic links to the real world and the world of work	VB / SLT	<ul style="list-style-type: none"> • Effective school to school working, including Assessment Cluster meetings and AOLE Cluster meetings has been a great opportunity to share good practice. For example, some other schools shared how effective Voice 21 has been in developing speaking and listening skills and this will be a priority moving forward. It has also helped to ensure more of a consistent approach to areas such as planning and the use of success criteria. • Whitchurch Primary School visited to share how they are planning and recording work; as a result, we are changing which books we use from September and also looking at how much work should be recorded in books. Staff continue to use authentic links to the real world in order to give purpose to learning, for example, Y5 as part of their 'Scream Machine' Learning Project made their own fairground rides and then, as part of the Express, visited Oakwood. 			
3.3	Where? Outdoor areas are well developed and support learning and wellbeing in a rich and focused way <ul style="list-style-type: none"> • Bronwen's Wish Wellbeing Pod • PPA – outdoors • Outdoor Classroom 	VB / NT	WHERE <ul style="list-style-type: none"> • The Bronwen's Wish Wellbeing pod is now underway and after the summer the school will be able to start timetabling how it is going to be used for all year groups and, in particular, children who have been identified as needing emotional and social support. • Regular Outdoor Learning activities for every year group during PPA continues to have a positive effect on teaching and learning across the school. This will therefore continue from September. To ensure coverage and progression, NT (PPA teacher) has started to map out the skills that are taught in every year group and these will be shared with all staff next term. • The feedback from the Governors Learning Walk on World Bee Day, where they got to experience some outdoor learning through planting seeds in the Winnie the Pooh Garden, was very positive. • Classroom learning environments have continued to be reorganised. Rec – Y2 now all have the same areas, clearly labelled with the same signage, which will have a positive effect on children when transitioning between year groups. Following on from this, classrooms in Y3-Y6 have been reorganised into 3 groups and Missions have been introduced into Y3 and Y4. INSET on Missions (June) allowed staff to share what was working well and the areas that still need to be developed. • Following on from the Cath Delve training, classroom routines have been clearly mapped out so that expectations are clear. 			

3.4	Measure - Seek the impact that matters To incorporate a range of assessment approaches which support learner progression (including are current SIMS data)	RM / VB	<ul style="list-style-type: none"> All SLT have watched the Gareth Coombes assessment video and this has given the school a clear direction on how to move forward, particularly with marking and feedback, which will move away from any distance marking. The approach that he outlines for 'profiling' will help the school to develop its own brand of assessment; i.e. one that is tailored to suit the needs of our learners at Lakeside. Next steps include training all the staff in September. LR has effectively tracked the progress of Reception children (from September and updated in July) through a Baseline that she devised. This shows that the majority of children have made very good progress, especially with their Health and Wellbeing targets. The baseline has just been reviewed and a few changes will be made (e.g. breaking down the Maths skills), ready for September The WG test data is very positive (see WG analysis), with children showing very good progress, especially Y3 with their reading and Y2 with the Reasoning Test. Analysis of the Book Bank Levels, Salford reading test, SWST, CLIC and Learn Its have been effective in tracking the progress of individual children and groups of learners during the year alongside ongoing teacher assessments. The new writing assessments have been a useful tool for planning, teaching and assessing children within broken down Progression Steps; as a result, the literacy lead has devised a new Speaking and Listening document that allows the profiling of children for their oracy skills. 			
4	Care Support and Guidance - ALN Reforms - To ensure consistent, holistic procedures in line with the ALN Reform					
4.1	To ensure accurate identification of ALN Ensure that identification of ALN is consistent for all pupils and across the cluster	BW	PCP meetings have taken place this term with ALNCo and class teachers. Class teachers are becoming more confident in the format and delivery of these in order to manage provision directly in response to the identified needs of the children. School has worked closely with the Disability team around the difficult layout of the school building (we have once again requested a lift – see School Equalities/Accessibility Plan). BW has liaised with the Early Years Specialist Teacher teams to accommodate any additional needs in children starting in September.			
4.2	To ensure teaching at Universal and targeted provision, including ALP for those identified with ALN, meets the needs of all learners Ensure that there is effective learning provision and a whole school approach to ALN under the ALNET	BW	Intervention data for Reading and Maths is strong and for nearly all pupils matches progress they have made in the classroom. Spelling interventions will continue to be a focus for attention in next year's SIP. Prioritisation meetings have been held with all five specialist teams and the educational psychologist to ensure effective provision is in place ready for September.			
5	To build Resilient Leadership for effective implementation of Curriculum for Wales					
5.1	Leadership Lessons from Leonardo – To build Leadership flexibility based on Leonardo Da Vinci 1) To make connections across multiple disciplines 2) To challenge our framework of thinking 3) To see through and use others' experiences 4) To notice and make use of patterns 5) To look around the corner	RM/ SLT	<p>Look around the corner was the focus for the summer term as we reflect on our monitoring and progress over the year and put together next year's School Improvement priorities. As we did this, it was evident that issues that had arisen from monitoring throughout the year had already begun to be addressed. A good example of this is the punctuation problem that was noticed in the Literacy Deep Dive had already been focused on within the Summer Term Insets. This shows that leadership and improvement planning is accurate, flexible and targeted.</p> <p>Analysis of Welsh Government test data shows really pleasing progress as children move through the school. Although progress of the children doesn't solely focus on data, it is good to know that high</p>			

			standards and expectations in these areas have been maintained throughout the transitional progress to the new curriculum.			
5.2	5.2 To realign our Drive teams for effective linkage across AOLES AOLE Deep Dives: <ul style="list-style-type: none"> ● H&WB ● LLC ● MD 	RM/ SLT	The Drive Team focus this year has been on Health & Wellbeing, Language, Literacy and Communication and Mathematical development. These areas have made strong progress against their targets and have been very ably led by the SLT members who head them up. Evidence for this includes end of year data, pupils' attitudes to learning in these areas, and staff discussions. Leaders have used effectively a range of change management tools to achieve both smaller steps and larger goals. Next year we will re-focus on the other AoLEs as part of the next stage in developing Curriculum for Wales.			
5.3	5.3 Agility on the journey forward To have agile working with transparency to effectively engage staff, pupils and governors and other stakeholders in our school improvement progress Scrum boards – PS1, 2, and 3 / Pupil Voice groups	RM SLT/ GB IP	Pupil groups use their Scrum Boards to reflect on all of the jobs they have done this year. These have culminated in a series of whole school assemblies where children shared their groups' achievements with the rest of the school. This made it really clear for the children to see what impact the pupil groups have had on the school this year. They had the added bonus of inspiring next year's members. Throughout the year our School Improvement planning and progress has remained up to date with governors and other stakeholders fully informed of the school's progress. Feedback from governors has been that the systems we use are effective in communicating main points and areas for development.			