

**Annual Report to Parents
2023-2024**



Ontario Way Cardiff CF23 6HB
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Headteacher: Rachel Mitchell
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June 2025

Dear Parents/Carers,

This is the **Annual Report to Parents for 2023-24**. 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 2023-24 academic year saw the consolidation of Curriculum for Wales and the recent Additional Learning Needs Reform for Wales.

Mrs Burgin continued in her role as acting deputy, and we welcomed back Miss Fry from her secondment at Cardiff University studying Welsh in a Year. She joined Mrs Loulou to teach in Year 6. Miss Taylor joined Miss Hopkins and Miss Waldron to teach in Year 3.

During the year, Mrs Katie Evans gave birth to a baby girl, Mrs Suzanne Perks left the Wellbeing Class to take another position and we welcomed Ms Zia in her place. We welcomed Miss Griffiths to cover Mrs Evans's maternity and Miss Cremin to cover a long-term absence in Year 4. Also during the school year we wished happy retirements to a long-serving cleaner and a long-serving Mid-day Supervisor, thanking them for their years of work at the school and wishing them well.

At the end of the year, we said goodbye to Miss Rundle, who left to study at Bristol University, also to Mrs Jarvis, and to Mrs Doyle, who taught at Lakeside for over 30 years and retired at the end of the 23-24 academic year. We thank them for their commitment, hard work and company and wish them all well for the future.

The 2023-24 academic year also saw Lakeside receiving an Estyn inspection, which took place in March 2024. The Estyn report is available on the school website to read, and elements of it are cited below where relevant.

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.

Bryony Lewis (4/25)
Paul Crayford (4/25)
Dr George Tackley (4/25)
Claudia Bennett (4/26)
Chris Hamblin / Mariam Rauf

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)
Anna Goralska

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: Claudia Bennett

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 / Mariam Rauf

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
Mariam Rauf
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 2023 - 2024

Full Governors

Instrument of Government
Standing Committee Terms of Reference
Principles of Conduct
Child Protection Policy
Complaints policy and procedure
Charging and remissions policy
Financial Regulations
Tendering advice and procurement
Authority list
School Improvement Plan & PDG Plan
HR Bulletin 44 – Amendments to Annual Leave
Education Visit Policy
CCTV Policy

Smoking and Vaping Policy 2024
Uniform Policy 2024
Curriculum Policy 2024-27
Social Media Policy
E-safety policy 2024

School Improvement Committee

Terms of Reference
Sun Protection Policy
SIP scrutiny
Termly progress reports
School self evaluation

Resources Committee

Terms of Reference
Charging and Remissions Policy

Estyn noted that: *Governors support the work of the school effectively. They are knowledgeable about the school because they receive detailed information from the headteacher, take part in monitoring activities, and meet with teachers. Many governors provide good levels of challenge to school leaders, asking probing questions and holding them to account appropriately for pupil progress and school improvement.*

Estyn noted that: *They (governors) support the headteacher to manage the school's budget and additional funding effectively.*

Language of the School

Lakeside is an English medium school. Welsh is taught as a second language, and French is taught in Years 5 & 6

School Staff 2023/24

Teaching staff

Headteacher

Mrs Rachel Mitchell

Acting Deputy Headteacher
& Y1 & 2 Team leader; Language/Literacy/
Communication Drive Team

Mrs Victoria Burgin

Inclusion Manager/ALNCo/ DSP

Mrs Bethan Williams

Teaching Staff

Progression Step 1 (P1)	
Nursery teacher	<ul style="list-style-type: none"> • Sam Goddard (DSP)
Reception teachers	<ul style="list-style-type: none"> • Lisa Rayer (SLT Leader P1) • Sarah Street • Nerys Davies (First Aid)
Progression Step 2 (P2)	
Year 1 teachers	<ul style="list-style-type: none"> • Vicky Burgin (SLT Leader P2 Y1 & Y2) • Katie Evans/Ellie Griffiths • Louise Nessbert
Year 2 teachers	<ul style="list-style-type: none"> • Ceri Harries • Vicky Page
Year 3 teachers	<ul style="list-style-type: none"> • Gemma Taylor • Rachael Waldron • Penny Doyle (SLT Leader P2 Y3) • Sharon Hopkins
Progression Step 3 (P3)	
Year 4 teachers	<ul style="list-style-type: none"> • Russ Vanstone (SLT Leader P3 Y4) (First Aid) • Holly Bird • Naomi Thomas
Year 5 teachers	<ul style="list-style-type: none"> • Louise Tanner (SLT Leader P3 Y5 & Y6) (First Aid) • Nicola Vanstone
Year 6 teachers	<ul style="list-style-type: none"> • Louise Fry • Loulou Evans (First Aid)
PPA staff	<ul style="list-style-type: none"> • Rachel Evans • Naomi Thomas

Teaching assistants

PPA HLTA	<ul style="list-style-type: none"> • Naomi Thomas
Nursery	<ul style="list-style-type: none"> • Libby Thomas • Jasmin Cribbett • Emma Owens
Reception	<ul style="list-style-type: none"> • Pauline Morgan (Senior TA; First Aid) • Cherrie Kearle
Year 1	<ul style="list-style-type: none"> • Karen Martin • Alys Evans (First Aid) • Reyaneh Jabaransari

Year 2	<ul style="list-style-type: none"> • Sian Johns (Senior TA; First Aid) • Karen Mingay • Charlotte Giangrandi
Year 3	<ul style="list-style-type: none"> • Thea Rundle • Melanie Jarvis/ Aoife Cremin
Year 4	<ul style="list-style-type: none"> • Sadie Nilsson • Mel Hoskins/Aoife Cremin
Year 5	<ul style="list-style-type: none"> • Rosey Cole • Louise Fish • Amy Shepherd • Louise Evans
Year 6	<ul style="list-style-type: none"> • Chrissy Cremona-Thomas

Wellbeing Class

Additional Learning Needs Co-ordinator	Beth Williams (DSP)
Wellbeing Class teachers	Sarah Hart (DSP) Michael Haines
Thrive practitioner	Sarah Clarke (Senior TA) (DSP)
Wellbeing Class TAs	<ul style="list-style-type: none"> • Amanda Corley • James Thomas (First Aid) • Joanne Jones • Nia Sherman (HLTA) • Suzanne Perks/Asma Zia

*DSP = Designated Safeguarding Person

Support staff

Office Manager	Virginia Pritchard
Administration	Becky Strange
Administration	Rachel Rundle
School Cook	Karen Harvey
School Estates Manager	Sean Carey
School Nurse	Kelly Jones
Mid-day Supervisors	Rubina Javed-Alyas Raabia Ahmed Paul Henry Man Poon Linda Hamblin Sion Isaac Priscilla Chan Miriam Mann Raffia Giliani
Cleaners	Raabia Ahmed Rubina Javed-Alyas Queen Kaur Aqsa Ahmad Shaunna Harvey

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

2024 / 2025 Academic year	Term Starts	Term Ends
Autumn Term	2 nd September 2024	25 th October 2024
Autumn Term	4 th November 2024	20 th December 2024
Spring Term	6 th January 2025	21 st February 2025
Spring Term	3 rd March 2025	11 th April 2025
Summer Term	28 th April 2025	23 rd May 2025
Summer Term	2 nd June 2025	21 st July 2025

Attendance for the 2023-24 academic year

	Present/approved educational activity			Authorised absences			Unauthorised absences		
	M	F	Both	M	F	Both	M	F	Both
Total of all pupils (%)	92.3	94.9	93.6	5.0	3.0	4.1	2.7	2.1	2.4

Resources Committee Introduction/Summary

Committee Members: Nick Alexander (**Chair**), Louise Tanner/Sarah Hart, Sean Carey, Chris Hamblin/Mariam Rauf, 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.

These include routine maintenance tasks such as playground equipment checks, asbestos monitoring and Legionella testing, and updating whole-school risk assessments such as:

- Fire risk assessment
- Site security risk assessment
- Traffic Management Plan

Governors also receive weekly updates from the school detailing any specific Health & Safety issues that have arisen or need addressing.

Nick Alexander
Chair, Resources Committee

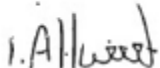
CARDIFF COUNCIL/GYNGOR CAERDYDD				
SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLION 2023-2024				
Governing Body/Corff Llywodraethu of:		Lakeside Primary School		
	Governor Approved Budget/Cyllideb a Gymeradwywyd gan y Llywodraethwyr		Actual Expenditure/ Gwariant Cyflawnedig	
	£	£	£	£
Staffing costs/Costau Staff				
Teaching Costs/Costau Addysgu	1,249,511		1,260,385	
Special Needs Teachers/Athrawon Anghenion Arbennig	65,755		68,994	
Teachers for statemented pupils/Athrawon ar gyfer disgyblion sy'n destun datganiad	137,443		136,618	
Short Term Supply/Llanw Byr Dymor	0		0	
Long Term Supply/Llanw Hir Dymor	57,552		70,436	
Special Needs Support Staff/Staff Cymorth Anghenion Arbennig	352,537		347,599	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyrwr Meithrinfa/ Cymhorthion Athrawon / Cynorthwyrwr	278,690		262,739	
Foreign Language Assistants/Cynorthwyrwr Ieithoedd Tramor	0		0	
Technicians/Technegwyr	0		0	
Mid Day Supervisors/Gorychwyllwyr Canol Dydd	48,021		43,281	
Library Staff / Attend Officer/Staff Llyfrgell / Swyddog Presenoldeb	0		0	
Administrative Staff/Staff Gweinyddol	79,615		81,438	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	0		0	
Training Costs/Costau hyfforddi	9,885		10,757	
Other Staff Costs/Costau staff eraill	103,574		175,885	
Performance Management/Rheoli Perfformiad	7,992		4,450	
Total Staffing Costs/Cyfanswm Costau Staff		2,390,575		2,462,580

Premises Related Costs/Costau Eiddo				
Caretaking Staff/Staff Gofalwyr	41,937		42,192	
Domestic Staff/Staff Domestig	0		0	
Grounds Staff/Staff y Tir	4,734		4,585	
Cleaning Costs/Costau Glanhau	81,258		76,181	
Energy Costs/Costau Ynni	100,391		68,958	
Rates/Cyfraddau	24,610		24,610	
Repairs and Maintenance/Atgyweiriau a Chynhaliath Water/Dŵr	51,243		23,843	
	10,261		18,391	
Total Premises Related Costs/Cyfanswm Costau Eiddo		314,434		258,759
Transport Costs/Costau Cludiant				
Pupil Transport Costs/Costau Cludiant Disgyblion	0		0	
Staff Transport Costs/Costau Cludiant Staff	540		273	
Vehicle Costs/Costau Cerbydau	0		0	
Total Transport Costs/Cyfanswm Costau Cludiant		540		273

Supplies and Services/Cyflenwadau a Gwasanaethau			
Teaching Materials/Adnoddau Addysgu	25,000		28,182
Equipment, Furniture, Materials & music tuition/Offer, Dodrefn, Deunyddiau a hyfforddiant cerddoriaeth	3,170		5,593
Library Books & Materials/Llyfrau a Deunyddiau Llyfrgell	0		0
Catering Costs/Costau Arlwyio	0		0
Unallocated / Savings to be found/Arian heb ei ddsbarthu / Cynllion	101		0
Communications Equipment and Services/Offer a Gwasanaethau Cyfathrebu	5,959		5,602
Consultants Fees/Ffioedd Ymgynghorwyr	0		0
Examinations Fees/Ffioedd Arholiadau	0		0
Games & School Activities/Gemau a Gweithgareddau Ysgol	3,000		28,447
Clerk to Governing Body/Clerc y Corff Llywodraethu	1,502		1,442
Other office costs/Costau swyddfa eraill	22,450		19,294
Printing & Stationery/Argraffu a Deunydd Ysgrifennu	14,700		9,650
Pupil Exclusions/Gwaharddiadau Disgyblion	0		0
Subsistence and expenses/Cynhaliadau a threuliau	10,000		4,165
Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau		85,882	102,375
Central Services/Gwasanaethau Canolog			
School Meals/Prydau Ysgol	0		0
Service Level Agreements/Trefniadau Lefel Gwasanaeth	16,989		16,308
Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog		16,989	16,308

Income/Incwm			
Additional Central Funding/Nawdd Canolog Ychwanegol	-271,089		-163,105
Community Education/Addysg Cymunedol	0		0
Donations/Rhoddion	-5,000		-28,785
Lettings/Gosodiadau	-26,000		-34,491
Other Income/Incwm arall	-107,247		-63,892
Grant Income/Incwm rhent	0		-308,745
Sales/Gwerthiannau	0		0
School Meals Recharge/Talu am Brydau Ysgol	0		0
Training and Tuition Income/Incwm Hyfforddiant	0		-3,740
Total Income/Cyfanswm Incwm		-409,336	-602,759
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		0
Total Interest and Other/Cyfanswm Llog ac arall		0	0
Total Net Expenditure/Cyfanswm Gwariant Net		2,399,084	2,237,537
Less Uninvested Balance Brought Forward/Llai'r Balans na fuddsoddiwyd a ddygwyd ymlaen		-210,814	
Less earmarked Rates/Llai'r Cyfraddau a glustnodwyd		-24,610	-24,610
Contribution to / from balances/Cyfraniad i / o falansys			-49,267
Revised Net Expenditure/Gwariant Net Diwygiedig		2,163,660	2,163,660

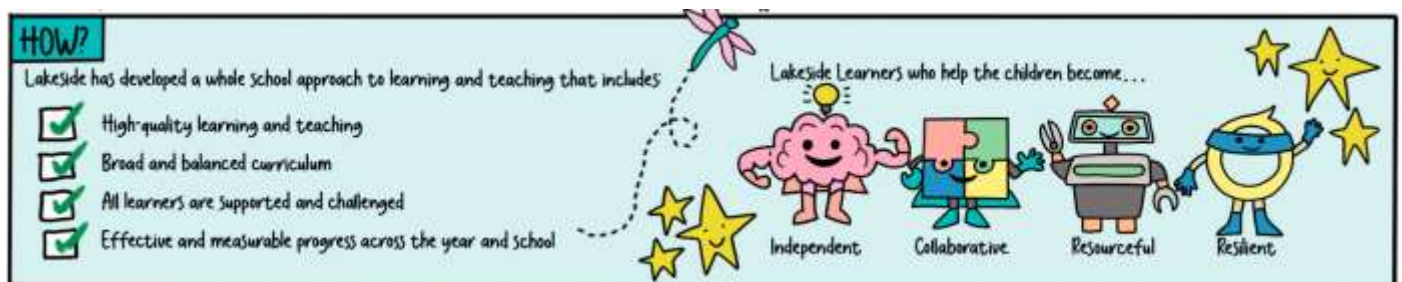
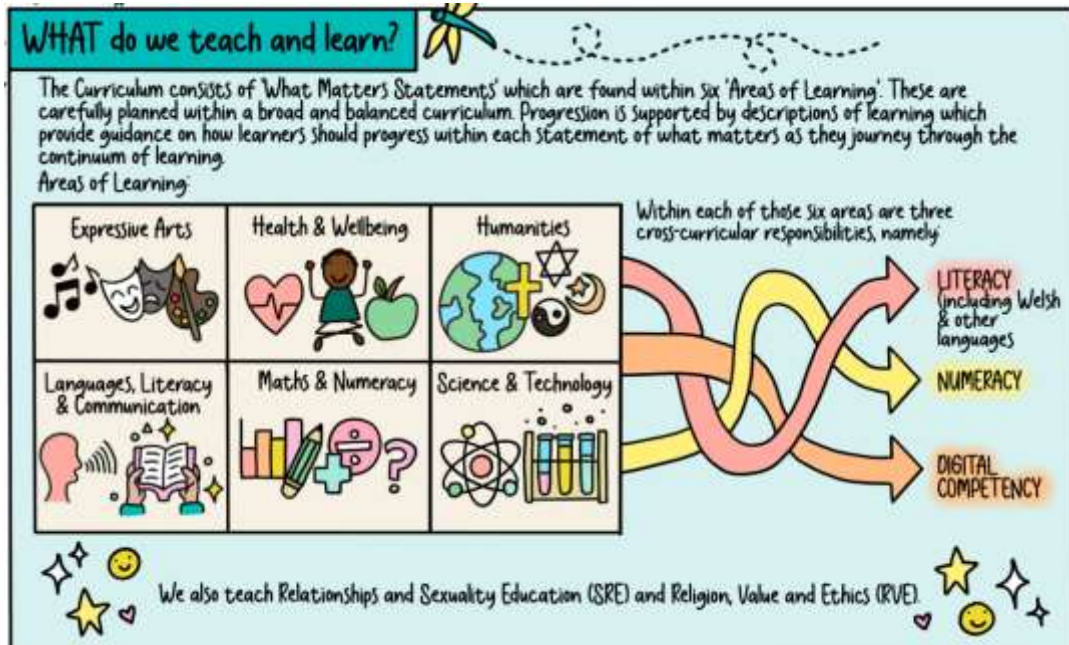
Summary/Crynodeb	
Total resources available in 2023-2024 / Cyfanswm adnoddau ar gael yn 2023-2024	£
School balances Brought forward from 2022-2023/Balansau ysgol a ddygwyd ymlaen o 2022-2023	210,814
School Loans Brought forward from 2022-2023/Benthyciadau Ysgol a Ddygwyd ymlaen o 2022-2023	0
Prior Year Adjustment/Cyn Addasiad Blwyddyn	0
Total delegated resources/Cyfanswm adnoddau dirprwyedig	2,188,270
Total/Cyfanswm	2,399,084
Actual Expenditure/Gwariant Cyflawnedig	2,237,537
Less change in investments/Llai'r newid mewn buddsoddiadau	0
Less Movements in Temporary Loan/Llai'r Symudiadau â Benthyciadau Dros Dro	0
Less variance in earmarked rates/Llai'r amrywiant â chyfraddau a glustnodir	0
Total balance carried forward to 2024-2025/Cyfanswm Balans a ddygwyd ymlaen i 2024-2025	161,548
Statement of Balances Held/Datganiad Balansau	£
Uninvested Balance as at 31st March 2024/Balans na fuddsoddwyd ar 31 Mawrth 2024	161,548
Invested Balance as at 31st March 2024/Balans a fuddsoddwyd ar 31 Mawrth 2024	0
Outstanding Loans as at 31st March 2024/Benthyciadau dros ben ar 31 Mawrth 2024	0
Total Balances held as at 31st March 2024/Cyfanswm Balansau ar 31 Mawrth 2024	161,548

for Corporate Director Resources Prif Cyfarwyddwr Corfforaethol Adnoddau	
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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

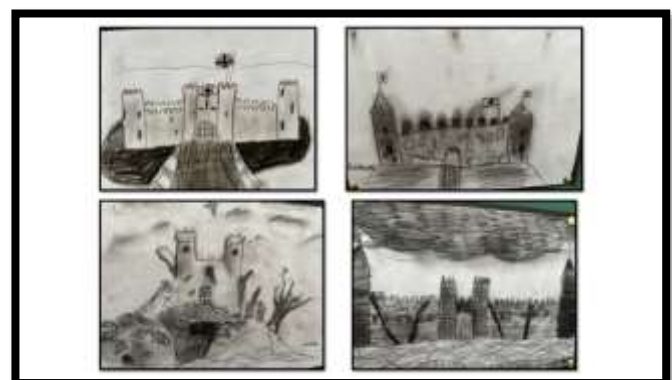


PARENT/CARER SHARING SESSIONS & CONSULTATIONS

Estyn noted that *Leaders establish purposeful relationships with parents and carers that encourage effective two-way communication. An effective development in this area is the introduction of sessions for parents to visit the school to see a brief presentation from pupils, followed by opportunities to take part in learning activities with their children.*

- Curriculum meetings took place for parents/carers of all year groups at the beginning of the academic year to share information on learning projects, visits, trips and experiences the children would be enjoying across the year
- Parents/carers were invited to two teacher consultations per academic year, in October and around Easter.
- Reception parents/carers attended a Reading meeting at the beginning of the year to understand how to help their children with their reading
- 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,



Health and Safety

- All staff received Fire Safety training
- We complete a whole school fire drill every term and an annual Lockdown drill
- The authority has agreed that the school gates can be 'fobbed' for greater security. A survey has been carried out and we are awaiting progress in this matter
- External play equipment and fixed items are regularly checked by our caretaker and Health & Safety officer
- Our Health & Safety officer makes regular visits to school to inspect areas, equipment and other factors pertaining to health & safety including:
 - Legionella risk assessment

- Asbestos monitoring
- PAT testing
- Matters pertaining to fire safety (e.g. alarm check and emergency lighting tests)
- Site security risk assessment
- Fire risk assessment
- Norovirus protocol
- Lockdown protocol & evaluation
- Traffic Management Plan

Summary of estates work done 23-24 by Mr Carey:

- New doors and windows were fitted in the boiler house
- Eco-friendly bins arrived so that our recycling can be separated into paper/card and plastic/cans
- New benches were received following a generous donation from a Lakeside family
- Some staff toilets were decorated
- A drain survey took place to establish the condition of the drains which blocked regularly; work is under way to minimise blocking
- The football goal areas on the playing fields were re-turfed and made good
- The council came in to carry out an energy survey

- A substantial addition to our outdoor area was our wellbeing pod, now named Ty Bronwen, which was completed across the 23-24 school year.

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 has a changing room with Disabled Toilet. A toilet survey was completed by the local authority in 23-24 which shows that some toilets in the Key Stage 2 building needed updating and were added to the local authority's School Organisation Plan. (There are currently no updates on this).

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.

(Please also see the Outdoor Learning page of the school website)

- The PTA funded a KS2 Daily Mile track on the middle playground and a Shade Shed in the lower playground.



- Our outside areas continue to be developed. Our Wellbeing Pod, paid for by the Bronwen's Wish charity is now complete and being used by staff and pupils. In July 2024 we held a Grand Opening and the pupils named the pod Ty Bronwen.



School Improvement Committee Introduction

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

The School Improvement Committee continues to meet regularly during each school term. The school's improvement priorities form the central focus of meetings and governors are presented with evidence about progress at the meetings. This is supplemented by visits to the school to see learning in action and to speak to pupils and staff.

The committee was delighted that Lakeside Primary School experienced a very successful inspection in March 2024. The inspectors gave confirmation of the high quality of education the school provides for its learners and of the hard work of the school's leaders, its staff and, of course, the pupils. The inspection has been welcomed as a launchpad for further success in the years ahead. In line with the inspection's recommendations the school improvement committee is receiving regular progress reports on the inspection's recommendations relating to Welsh and the involvement of staff in self-evaluation. The committee is also receiving reports on progress in science and technology which are developmental areas and, of course, work continues as always in recognition of the importance of literacy, numeracy and digital skills. Governors on the committee are kept regularly up to date with the provision made to meet the needs of pupils with additional learning needs. The school continues to give a high priority to the emotional health and well-being of the whole school community. The committee believes this to be a significant strength of the school.

Governors receive a termly headteacher's report which covers in detail the learning experiences the school provides. Governors on the committee never fail but to be impressed by the wide range of opportunities planned and organised both within and outside the classroom. We are delighted that attendance has now largely returned to the levels recorded before the pandemic and so we want to record our thanks to Lakeside's families and the school's staff for this achievement.

As mentioned above, governors have continued to take advantage of opportunities to come into school to meet Lakeside's learners, teaching and support staff in person. This has included attendance at assembly and other whole-school events, contact with the classroom as well as meetings with teaching staff in our role as link governors, with the pupil leadership team and the Ciriw Cymraeg.

Finally, as chair of the School Improvement Committee, I would like to convey, on behalf of the committee, our congratulations following last year's inspection and our sincere thanks to the headteacher, senior leadership team, teaching and support staff for their enormous commitment to the school, its pupils and their families.

Robert Hopkins
Chair of School Improvement Committee

Enrichment and Learning at Lakeside

The Inspection report noted that *the school has developed a broad and balanced curriculum that meets the needs of pupils and enables them to make good progress over time.*

- 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 regularly bring in certificates, medals and trophies to share with the school in our assemblies

Autumn Term

- Pupils and staff wore odd socks to school to mark the start of Anti-bullying Week
- Year 5 visited Llancaiach Fawr for their Tudor history learning project
- Andrew Street from Emmanuel Baptist Church in Gabalfa led our Harvest assembly and talked about the church's weekly Food Bank
- Year 6 pupils visited Cardiff Castle as part of their learning project on the Second World War
- Year 4 were visited by a parent-dentist to learn about healthy eating and oral hygiene as part of their Burps, Bottoms & Bile learning project.
- During Outdoor Learning Week, pupils enjoyed outdoor learning activities, creating Diwali art from natural materials.



- Former pupil, Jess Lewis, led Bollywood dance sessions with Years 1, 2 and 3 to celebrate Diwali
- A consultant (parent) orthopaedic surgeon visited Year 6 to help with their biology work. He shared the X-rays from RM's arm fracture in 2020 and brought Crunchie bars for all the pupils to snap like bones and fix afterwards. An extremely informative and enjoyable Science lesson!
- Year 6 received first response, CPR and defibrillator training from our St John Ambulance trainer



- A theatre group visited school to perform Wind in the Willows to children in Reception, Year 1, 2 and 3.



- Year 6 shared their Remembrance Assembly with Year 6 parents/carers
- All year groups shared Christmas performances with parents/carers and families, followed by gift-giving and refreshments
- A friendly farmer – Farmer Haydn - brought some animals to school just before Christmas to visit Nursery and Wellbeing Class pupils
- Pupils enjoyed a pantomime at Christmas, funded by the PTA



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Spring Term

- Reception pupils were visited by dinosaur experts for their *Dangerous Dinosaurs* learning project, and met a real live dinosaur!
- Year 3 visited the St Fagans Celtic Village for the Engage element of their *Through the Ages* learning project
- Year 4 welcomed their expert into school for their learning project, *Playlist*. Darren the DJ led the children in an exploration of different music genres and using sound equipment and software to manipulate and create music and sounds
- Members of the Chess Club visited Lakeside to take part in a competition against Westbourne School in Penarth
- Year 5 pupils undertook a week of cycling proficiency training
- Year 3 pupils attended two weeks' worth of swimming lessons at a local pool
- Year 2 visited Roath Park for their *Tales From Wales* learning project
- The Lakeside Chess Championship took place. Pupils from across the school played four rounds of chess and gained points for their playing. Each received a certificate and a prize for taking part
- The whole school enjoyed Welsh Week, which included preparations for our Eisteddfodau (Reception to Year 2 and Years 3 to 6)
- Pupils enjoyed sharing the titles of their favourite books on World Book Day, wearing comfy clothes and reading in a comfortable place
- A visitor from a charity called Buglife came to school to plant wild flowers in the Half Aker Wood Garden with Reception children
- Morning and afternoon Nursery pupils delighted parents/carers and families with their Easter bonnet parade and singing



Summer Term

- Year 4 visited Caerphilly Castle as part of their *Here and There* learning project, comparing Wales and the USA
- Reception visited Barry Island for their *At the Beach* learning project
- Year 6 visited St Fagans as part of their *Myths & Legends* learning project
- Pupils in Years 5 & 6 enjoyed a two-night residential visit to Manor Adventure Park at Abernant Lake in Llanwrtyd Wells, learning kayaking, climbing, archery and other team activities. Pupils who didn't attend the residential, enjoyed non-uniform days filled with outdoor activities to enjoy the lovely sunshine over the three-day visit
- Year 1 staff and pupils visited Mountain View Ranch in Caerphilly as part of their *Enchanted Woodland* Learning Project
- Pupils attended the Book Fair with parents/carers to browse and purchase books

- Year 2 visited Porthkerry Country Park in Barry as part of their Learning Project *Our Natural World*.
- Reception visited Cefn Mably Farm for their *On the Farm* learning project
- Year 4 visited Bristol Aquarium for their *Blue Abyss* learning project
- Year 5 pupils attended Young Lifesavers First Aid courses, with each pupil completing the courses successfully and receiving certificates
- A parent who is an artist ran a watercolour session with Year 5 pupils
- Year 6 prepared for their Leavers' Performance of *The Lion King*:
 - They were visited by a Year 6 grandparent who is a professional theatre designer, and who shared expertise and materials to help with costumes and props for the performance
 - They enjoyed a session with a movie director (who is also a parent)
 - The performance was a huge success and thoroughly enjoyed by the parents and carers who came to see it
- Year 2 visited Cosmeston as part of their *Our Natural World* learning project
- Year 5 visited Oakwood Park, the culmination of their *Scream Machine* learning project, all about roller coasters

Sports

- A golfing taster session took place for pupils in Years 5 & 6
- A group of parent volunteers run Friday netball sessions and we now have a netball squad
- Students from Cardiff Met came to school to give Year 4 rugby coaching.
- Years 5 & 6 attended Cardiff Met for weekly PE lessons led by first year Sports students.
- The Lakeside Football team play regular matches against other primary schools
- In May, pupils in Years 2 to 6 enjoyed Taekwon-Do introduction lessons delivered by two instructors from Swat Taekwon-Do school in Cardiff
- Year 6 pupils visited Cardiff Met to take part in an American Football tournament
- Four Sports Days took place: Nursery Sports Day; Wellbeing Sports Day; Reception to Year 2 Sports Day at NIAC; Years 3 to 6 Sports Day, at NIAC. Pupils competed in year groups and scored points for their school house: Ty Gwyrdd, Ty Glas, Ty Coch and Ty Melyn.
- At the end of the year Year 6 Netball players played against coaches, parents and carers and awards were given out on the last practice session of the term

Pupil Voice Board

Pupil Voice Boards were set up which feature invitations for children to express opinions, answer questions and solve riddles. The contents of the boards change on a weekly basis.

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.
- The PLT delivered an assembly during Anti-bullying Week and made a video of two sketches and a discussion about devising the sketches
- They devised, organised and judged a poster competition for Anti-bullying week
- The groups made a story video for World Book Day, for younger children
- Members of the PLT took responsibility for regular news vlogs about school events across the year
- The group ran and judged two competitions: to name the wellbeing pod – Ty Bronwen - and to choose a mascot for Ty Bronwen – Lou the Ladybird (photo right)



The inspection report highlighted how *pupil voice groups have been closely involved in the planning and development of the Bronwen's W;sh wellbeing pod and this has helped them to understand the importance of emotional health and wellbeing.*

2) CRIW CYMRAEG

Estyn commented on the *rich Welsh ethos developing through the school and the increasing part being played by the Criw Cymraeg*

- Planned and delivered activities for Shwmae Day, including a Criw Cymraeg mascot competition which resulted in 'Leeky' posters and badges
- Challenged classes to quizzes and led the singing on Dydd Miwsig Cymru (Wales Music Day)
- Assisted Miss Fry in preparations for and organisation of Welsh Week and the Years 3 to 6 Eisteddfod
- Made it their mission to encourage pupils and staff to speak Welsh at any and every opportunity
- Criw Cymraeg planned and ran Diwrnod Seren a Sbarc - Seren and Sbarc are superhero characters associated with the Cymraeg Campus award. Criw presented an assembly all about Seren and Sbarc and launched the Seren a Sbarc Summer Challenge which invites pupils and their families to undertake a number of fun activities, sharing their results with Criw Cymraeg and earning house points in the process.
- Were instrumental in Lakeside receiving the Cymraeg Campus Silver Award for use of Welsh in and across the school in the Summer term 23-24



3) LAKESIDE CITIZENS

- Planted trees with Coed Caerdydd in Jellicoe Gardens, and are now officially Guardians of the Trees
- Made a video to tell pupils and staff about our new recycling bins and what should and shouldn't be put in them. You can view the video here, using the password RecbinsFeb24 <https://vimeo.com/911537871?share=copy>
- Made a video encouraging parents/carers and pupils to label items of clothing and equipment with pupils' names so that we generate less lost property. You can view the video here, using the password LCLPvidApr24 <https://vimeo.com/manage/videos/936247854>
- The Lakeside Citizens worked toward the Sun Safe Award, which they achieved in May. They also made a video all about sun safety.

4) SCHOOL COUNCIL

- Made a total of three visits to deliver donations to the Food Bank at Emmanuel Baptist Church in Gabalfa, thanks to generous donations from Lakeside families
- The School Council devised activities for NSPCC Number Day and presented an assembly about International Mother Languages Day
- Communication with the PTA was the School Council's responsibility and they were instrumental in acquiring play equipment and resources for school break times
- School Council members made a video to welcome refugees to school for Day of Welcome
<https://lakeside-primary-school-cardiff.primarysite.media/media/welcome-to-lakeside>

5) DIGITAL LEADERS

- Digital Leaders presented an assembly and video for Safer Internet Day in February
- They launched two competitions: Reception to Year 2 were to draw their favourite Digital Citizen; Years 3 to 6 designed Internet Safety posters. The group co-ordinated the competition, judged the entries and distributed prizes

Community

- PTA events during 2023-24:
 - Cake Sales: £707 in addition to a cake sale to raise money for the Morocco earthquake and Syrian Flood DEC appeals which raised £449.16
 - Uniform sales raised £134
 - Spooks & Sparkles Disco raised £1002
 - The PTA Christmas Fayre took place and raised £1500
 - Teas & Coffees served at Christmas Sharing Sessions raised £400
 - Christmas cards raised £744
 - The PTA held a Seed, seedling & Book Sales raised £617
 - PTA quiz Night took place for adults (parents & staff) and raised £1401
 - Eid Cakes & Savouries Sale raised £403
 - PTA Summer Fair raised £1847

The PTA funded the purchase and installation of new netball and basketball posts, plus new temporary football goals, cricket markings, ball cages and new netballs, footballs and tennis balls for KS2.

- During 2023-24 Lakeside raised money or donated to the following charities:
 - Three large deliveries of donated food to Emmanuel Baptist Church Food Bank across the 23-24 academic year
 - Our St John Ambulance collection raised £343
 - On Wear Yellow for Mental Health Day, an amazing £379.50 was raised for Bronwen's Wish
 - Year 6 pupils sold poppies in the lead up to Remembrance Day
 - Our Children in Need appeal raised £376.
 - Save the Children Christmas Jumper Day raised £223
 - NSPCC Number Day donations raised £210
 - We wore red and raised money for Velindre Cancer Care in the amount of £371.50
 - Marie Curie Daffodil sales raised £244
 - Red Nose Day raised £765 (included many stalls organised and run by Year 5 pupils)

- Other community events
 - Parents/Carers of children in Nursery to Year 3 took part in Child & Infant First Aid Awareness sessions delivered by St John Ambulance.
 - Shwmae Day – school was a sea of red as we celebrated Shwmae Day
 - Pupils and staff wore odd socks to school on Monday to mark the start of Anti-bullying Week
 - The school choir was invited to join the Cardiff & Vale Music Education Junior and Senior Training Choirs in their Christmas Showcase; they also attended a similar event at Whitchurch High School in the Summer term
 - Members of the Dancefit weekly class took part in a dance performance at Barry Memorial Hall
 - The School Choir visited Penylan Care Home to sing to and with the residents
 - Pupils celebrating Chinese New Year were invited to come to school in national costume
 - Pupils who attend Rainbows, Brownies, Beavers and Cubs wore their respective uniforms to school on World Thinking Day
 - Coed Caerdydd carried out a tree survey at school to assess whether we can have additional trees on the site; the organisation and volunteers helped clear and re-plant the area around Ty Bronwen ready for the Grand Opening of the pod
 - Pupils and staff wore bright colours and flowery clothes to celebrate World Bee Day
 - We received visits from people who shared bible stories and fables with us in assemblies
 - Two parents delivered an assembly about Eid ul-Adha, explaining the traditions and clothing associated with the event

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.

Following a year spent at Cardiff University on secondment to study Welsh in a Year, our Welsh leader Louise Fry returned to school in September 2023. Since her return, the new Welsh continuum has been disseminated throughout the school, and use of Welsh has been encouraged in all areas and at all levels. Our efforts were rewarded in July when Lakeside received the Cymraeg Campus Silver Award for use of Welsh in and around school.

Estyn noted that: *Supporting a teacher to undertake the Welsh sabbatical course has raised the profile of Welsh and improved standards of Welsh in Year 6.*

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', 'Dydd Santes Dwynwen' and 'Dydd Miwsig Cymru'. 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, Year 4 compared Wales and the USA and Year 6 studied at Wales during World War II and enjoyed Welsh myths and legends. During Welsh Week a number of Welsh artists were studied and imitated, producing some excellent art from the pupils.

Additional Learning Needs (ALN)

Estyn noted that: *The school's provision for pupils with additional learning needs in mainstream is effective. Skilful teaching assistants deliver worthwhile literacy, numeracy and wellbeing programmes that address pupils' individual needs effectively.*

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 Miss 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>

Local Authority SRB Wellbeing Class

Lakeside Host a Local Authority SRB Wellbeing Class which is for pupils from Reception to Year 2, who come to us through a local authority referral process. Provision is for pupils with Emotional Health and Wellbeing needs and is based on Thrive and Trauma Informed approaches and principles. We can accept up to 12 pupils who remain dual registered with their ‘home’ school whilst they are with us.

Estyn noted that:

Pupils in the Wellbeing Class benefit from the safe and calm environment that staff create for them. These pupils respond well to the positive working relationships that staff build with them over time. Pupils feel safe in their surroundings, and this means that staff can engage them in meaningful learning activities using a range of appropriate, often creative strategies. They respond positively to opportunities to take part in structured and informal physical activities as well as time to relax and have quiet time between learning sessions.

Healthy Eating and Healthy Schools

Estyn noted that: Pupils... feel well cared for by staff and valued as individuals. Most have positive attitudes towards learning and all aspects of school life

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.

Estyn noted how pupils in the Wellbeing Class benefit from the safe and calm environment that staff create for them.

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, including achieving the Sun Safe Award for Lakeside during the Summer term.

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, including football, netball and cricket. During the 23-24 academic year the PTA funded the purchase and installation of new netball and basketball posts, movable football goals, cricket pitch markings and footballs, netballs and tennis balls (including storage) for Years 3 to 6.

Ty Bronwen is now up and running as a place for mindful learning and a calm place for pupils.

Estyn noted that Staff place a strong emphasis on promoting positive behaviour and nurturing pupils' respect for others and the school promotes pupils' social, cultural and emotional development successfully, e.g. daily 'check-ins'

Summary Statement of the School Improvement Plan 2023-24

SIP PROGRESS Summer term 2024

No.	Priority	Comments	RAG
1.1	<p>1.1 <u>Language, literacy and Communication</u></p> <p>WM: Languages connect us Children can recognise the relationship between languages, culture and sense of Welsh identity; children can use a range of languages, including Welsh, to express themselves for different purposes and audiences.</p> <p>WM: Understanding Languages is key to understanding the world: (Welsh in English medium school); Children can listen, understand and respond to a range of questions within a range of contexts.</p> <p>WM: Expressing Ourselves through languages is key to communication: Children can use familiar punctuation accurately; to listen and understand how punctuation affects meaning.</p> <p>WM: Literature Fires Imagination and Inspires Creativity: Children have experienced different types of literature and recognise the different features of them.</p>	<ul style="list-style-type: none"> All teachers have a clear understanding of the skills that need to be taught through the new Welsh Continuum. Implementation of teaching the new skills has begun and <u>will continue as part of next year's SIP and will form part of the cluster plan next year.</u> Estyn commented on the <i>rich Welsh ethos developing through the school and the increasing part being played by the Criw Cymraeg</i>. We have now achieved our Silver Award for Cymraeg Campus! Updating the Writing Genre maps for the autumn, spring and summer term has ensured relevant, key texts and satellite texts and are being used to effectively to inspire children's writing. All staff have a clear understanding of how to effectively plan Writing Journeys that always begin with a high-quality key text. The Inspection Report highlighted how <i>increasing the range of high-quality texts pupils read and respond to in each year group has helped to improve pupils' vocabulary, extend the range of sentence patterns they use and refine their writing styles.</i> 	
1.2	<p>1.2 <u>Numeracy</u></p> <p>Principles of Progression - Mapping Children make progress in their mathematics learning as the five proficiencies are connected and developed over time.</p> <p>WM: Geometry Children can explore and consolidate mathematical 'SAFE' concepts and show understanding of these</p> <p>Principles of Progression: Strategic Competence - Learners are increasingly independent in recognising the underlying mathematical ideas within a problem.</p>	<ul style="list-style-type: none"> Maths standards are high and came out as a strength in Estyn - <i>Estyn noted that Pupils develop a strong understanding of number and mathematical concepts throughout the school and apply their skills appropriately across the curriculum; by Year 6, they solve problems, such as calculating the area and perimeter of compound shapes, systematically and work with more abstract ideas, such as identifying missing numbers represented by symbols in simple algebra</i> <u>Maths will appear in the cluster plan as we support other schools in their journey of high standards, continuing into years 7, 8 and 9.</u> 	
2.1	<p>WM: How we engage with social influences shapes who we are and affects our health and wellbeing</p> <p>School of Sanctuary development / Respect Values</p> <p>Children show care and respect towards others; children are aware of similarities and differences between people's values and attitudes and that they are influenced by others.</p>	<ul style="list-style-type: none"> <i>Estyn noted that: Pupils... feel well cared for by staff and valued as individuals. Most have positive attitudes towards learning and all aspects of school life.</i> Wellbeing Jigsaw sessions continue to effectively build social and emotional skills. These have begun to take place in Ty Bronwen. The wild garden and surrounding area of Ty Bronwen is used for wellbeing activities and creates a tranquil and peaceful environment for children to take part in wellbeing activities. 	

2.2	<p>WM Statement – How we process and respond to our experiences affects our mental health and wellbeing Children can notice and communicate their own feelings and can begin to pay attention to the feelings of others. Children can ask for help from a trusted adult Children can understand that their experiences affect them Wellbeing Class – Trauma Informed Approach / Enabling Learning Whole school – Thrive Approach – second year</p>	<ul style="list-style-type: none"> • <i>Estyn noted that Staff place a strong emphasis on promoting positive behaviour and nurturing pupils' respect for others and the school promotes pupils' social, cultural and emotional development successfully, e.g. daily 'check-ins'</i> • <i>Estyn also noted how pupils in the Wellbeing Class benefit from the safe and calm environment that staff create for them</i> • The Wellbeing Class priority will be focused on identifying opportunities to work with specialists such as music therapists and other settings such as UWIC to support children's learning 	
2.3	<p>Attendance To follow the Cardiff Council 5 step approach to managing attendance. To raise attendance to 94%</p>	<ul style="list-style-type: none"> • Prioritisation meetings for timetabling of support has improved children's attendance and behaviour, impacting positively on their learning. • <i>Estyn noted how the school promotes the importance of pupils attending school regularly.</i> 	
3.1	<p>3.1 What? To ensure a curriculum that is broad and balanced across all 6 areas and demonstrates clear progression within each Progression step Principles of Curriculum Design <ul style="list-style-type: none"> • To allow children to explore topics and activities through different lenses – the same subject matter can and should be considered by learners through different statements </p>	<ul style="list-style-type: none"> • <i>Inspection report noted that the school has developed a broad and balanced curriculum that meets the needs of pupils and enables them to make good progress over time.</i> • The skills mapping and the 'What' part of the curriculum is largely complete. <u>The SIP focus for next year will be the Science and tech AOLE</u> 	
3.2	<p>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 Principles of Progression The pedagogical approaches used by practitioners will be selected to support progression and these will need to adapt to learners' needs. To allow children to deepen and broaden their knowledge and understanding, skills within an area of learning</p>	<ul style="list-style-type: none"> • Cold / Hot tasks are being used effectively across the school and allow teachers to have a clear starting point for learning, allowing progress to be tracked. • Where appropriate, class teachers plan lessons that have a clear purpose and link to the real world (4 Purposes) every year group begin with a Memorable Experience, such as a trip, and invite visitors in to share their expertise. 	
3.3	<p>Where? Outdoor areas are well developed and support learning and wellbeing in a rich and focused way 10 key outcomes for outdoor learning Environmental awareness Children demonstrate care for the environment through their own actions Children appreciate and draw inspiration from the natural environment</p>	<ul style="list-style-type: none"> • New playground markings have resulted in children being able to play sports and compete within correct markings. • All classes have the opportunity to regularly visit Ty Bronwen, which provides an alternative safe and nurturing space for children to reflect and learn. <i>Inspection report highlighted how pupil voice groups have been closely involved in the planning and development of the Bronwen's W;sh wellbeing pod and this has helped them to understand the importance of emotional health and wellbeing.</i> 	
3.4	<p>Measure - Seek the impact that matters - To incorporate a range of assessment approaches which support learner progression within the</p>	<ul style="list-style-type: none"> • Regular Cluster Assessment meetings have resulted in there being a consistent approach to assessment across the Cluster school e.g. with baseline and Y6 end of year assessments ready for entry to high school. The new baseline has been reviewed and has been effective in tracking progress. 	

	new framework, building on the strengths that have become embedded over the last 6 years		
4.1	4.1 To ensure appropriate transformation of ALN pupils to IDPs with high quality ALP written in and quality assured To ensure that all children are on track according to the change over timetable from statements to IDPs	<ul style="list-style-type: none"> • Estyn noted that: <i>The school's provision for pupils with additional learning needs in mainstream is effective. Skilful teaching assistants deliver worthwhile literacy, numeracy and wellbeing programmes that address pupils' individual needs effectively.</i> • All pupils have moved from the old SEN system (Statements) to school maintained IDPs in line with the ALN reforms. IDPs comply with the new ALN Reforms within the statutory timeframe. 	
4.2	4.2 To ensure the planning, designing and implementing of the curriculum meets the needs of all learners, including those with ALN To ensure we develop ' Enabling Adults ' who are responsive to children learning and EHWP / ASD needs	<ul style="list-style-type: none"> • Estyn noted that: <i>The Wellbeing Class is a calm, nurturing environment where pupils receive highly effective care and support.</i> • Staff support of children with emotional needs is very good. Advice for families who may need further support is available. 	
5.1	To develop and realise the skills and capacity of the school community - staff, pupils, parents and governors to enrich learning experiences for everyone	<ul style="list-style-type: none"> • Estyn noted that: <i>Supporting a teacher to undertake the Welsh sabbatical course has raised the profile of Welsh and improved standards of Welsh in Year 6.</i> • Regular meetings with parents and carers, alongside Parent consultations and 'Parent Sharings', have ensured effective communication. Estyn noted that <i>Leaders establish purposeful relationships with parents and carers that encourage effective two-way communication. An effective development in this area is the introduction of sessions for parents to visit the school to see a brief presentation from pupils, followed by opportunities to take part in learning activities with their children.</i> 	
5.2	5.2 To further embed accountability structures within the 'Lakeside Accountability Framework'	<ul style="list-style-type: none"> • SLT have effectively driven SIP priorities and achieved SIP tasks through regularly reviewing targets. Regular reports are shared with the Governing Body and Improvement Partner to ensure they are updated with the progress against the SIP. Estyn noted that: <i>Governors support the work of the school effectively. They are knowledgeable about the school because they receive detailed information from the headteacher, take part in monitoring activities, and meet with teachers. Many governors provide good levels of challenge to school leaders, asking probing questions and holding them to account appropriately for pupil progress and school improvement.</i> • Continuing to involve all staff in identifying priorities, planning actions and monitoring and evaluating improvements across the school, will be a SIP priority next year. 	
5.3	5.3 To manage competing priorities within a challenging framework To build organisational strategy to shape and evolve within the challenging framework ahead.	<ul style="list-style-type: none"> • Estyn noted that: <i>They (governors) support the headteacher to manage the school's budget and additional funding effectively.</i> • Staff training has been very well planned and focused. Estyn noted: <i>An appropriate range of professional learning activities supports the implementation of elements of the school's improvement work. This includes whole-school sessions from external providers to introduce new teaching strategies.</i> 	

