

Springwood

Primary School

Governors' Annual Report for Parents Academic Year 2023-24



Chair of *Governors*

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Clerk to the Governing Body

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November 2023

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Section 1: Welcome from the Chair of Governors

Chair of Governor Introduction

This has been an extremely exciting and busy year in our wonderful school, with significant progress in so many areas.

Throughout the year we have continued to meet regularly as a Governing Body, ably supported by a number of Committees, which meet at least termly. These meetings provide us with the opportunity to provide strategic direction and set policies, working with the Leadership Team, to provide the best possible learning experience for our children.

Governors also love to visit school to speak with staff and children and we learn so much from doing so. Mrs Turner and all staff are always so welcoming, encouraging us to come into school and join classes, take part in events, or just read with children, which is lovely.

A key priority again this year has been to ensure we provide a safe, warm and attractive environment for children to have fun, meet with friends and enjoy learning. We work hard to ensure that each and every child is cared for, nurtured and encouraged to learn and develop to the best of their ability. With this regard we are impressed how well the school is kept maintained and classrooms create a happy, friendly and informative environment for children to learn. Wellbeing of pupils and staff continue to be a priority for governors, and we are pleased to see lots of initiatives going on. We are very lucky to have such a great team of staff, so dedicated and committed to doing what is best for our children.

We have been very impressed with progress made in all academic areas again this year, with staff innovatively introducing new ways of teaching, all of which are already showing significant improvement in pupil progress. Examples of this are; Talk 4 Writing, Monster phonics, Superhero spelling and Jigsaw. Also, we recognise the huge amount of work gone into embedding new elements of the curriculum in areas including, literacy, numeracy, Religions studies, relationships and sexual education, digital learning, rights of the child, diversity and anti-racism.

We are proud of the work done to build the reputation of our school, for being such an inclusive school and for the standard of provision that we provide to those children who need additional support. It is so pleasing that when other schools visit us (and there has been many) how inspired they have been, by what they see. We feel that this has been a huge factor in our increasing numbers, at a time many schools are seeing a reduction in pupil numbers. There is so much good happening in our school that we should celebrate.

We do recognise however that there has been a number of challenges throughout the year, some of which we know will continue into the future.

School budgets are extremely tight and whilst our budget had increased, as pupil numbers go up, there is never enough money to do everything we would like. Whilst many schools are in deficit, through sound financial management and effective monitoring and a prudent approach to spend, we have balanced the budget again this year and with a small surplus to carry forward into next year. An amazing achievement as we do feel that we have provided classrooms with the resources they need. Everything we do and spend is centred around what will provide the best possible experience for our children. We know future settlements will bring new budgetary pressures but we feel that we are well placed to deal with them.

We have noticed increasing needs of many children, including those joining our school for the first time. What schools do well is to continually review class numbers and needs of different groups and be flexible in directing resources to target where it will have best effect.

Increasing numbers in mainstream and in our base classes is welcomed but can bring extra pressures. This requires constant monitoring and may mean some changes to classes, to equal out numbers, but management is very good at targeting resources to best effect. Great we are a growing school but we need to recognise the pressure it can bring.

Our school, like many others, is struggling with attendance and numbers are below pre-Covid levels and what we would wish to see. I know everyone understands the importance of children attending school and we are trying hard, working with families to increase numbers. Also, lateness can be an issue, that we are keen to improve. We would ask parents to help us with this whenever they can, so our children attend classes to give them the best chances in life.

I feel privileged and honoured to be appointed as Chair of Governors again this year and very much enjoy my time as a governor supporting the Full Governing Body and the brilliant team in school.

I would personally like to take this opportunity to convey my thanks to Mrs Turner, her Senior Leadership Team and all her staff, for all their hard work and giving 100% over the past year. Also, to my fellow governors, who are all volunteers, but give so much of their own time to help our school, to all our wonderful, inspiring children, who are great and of course, to all parents who support our school. We need this support as it is vital you join us, in our journey going forward.

Derek King - Chair of Governors

Section 2: Role of the Governing Body

Since the 1944 Education Act it has been a legal requirement that all maintained schools should have Governing Bodies, and their responsibility has been twofold - to ensure that the school is run in a way that meets the needs of the community and to protect the interests of the school.

The Governing Body therefore provides a strategic view, helping to set, and keep under review, the broad framework within which the Headteacher and staff run the school.

In all its work, the governing body should focus on the key issues of raising standards of achievement, establishing high expectations and promoting effective learning and teaching. The Governors also consider all relevant reports, recommendations and directives from both Cardiff Local Authority and the Welsh Assembly.

To act as a critical friend, critical in the sense of its responsibility for monitoring and evaluating the school's effectiveness, asking questions, and pressing for improvement. A friend because it exists to promote the interests of the school and its students.

The governing body is responsible for ensuring excellent quality education in the school. It has a right to discuss, question and refine proposals - while always respecting the professional roles of the Headteacher and other staff, and their responsibilities for the management of the school. In its turn the governing body answers for its actions, above all to parents and the wider community.



Section 3: Governing Body Membership (November 2022)

Chair of Governors:	Derek King
Vice Chair of Governors:	Jessica Moultrie
Chair of Finance Committees:	Derek King
Vice Chair of Finance:	Jessica Gow
Safeguarding Governor:	Rebecca Pitt

Parent Governors	Community Governors	Local Authority Governors	Staff Governors
Dean Morgan Vacancy	Derek King Alison Nunnick	Jessica Gow Cllr Emma Sandrey	Sian Lumby Emma Turner HT

Hanan Ali Suzanne Gannon-Lewis	Sian Sarwah	Rebecca Pitt	Sarah Perkins
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The Governing Body meet at least once a term and copies of agendas and minutes of meetings are available for inspection at the school.

The Governing Body has a number of sub-committees, both statutory and non-statutory. Non-statutory committees meet at least once a term and report back to the Governing Body.

Statutory committees

- Staff Disciplinary, Dismissal, Redundancy, Grievance and Complaints;
- Appeals;
- Pupil Discipline and Exclusions.

These committees meet as when required and a list of governors for each committee is held in school.

Non Statutory Committees

Standards & Curriculum	Finance & Resources	Inclusion , Well-being & Attendance	Buildings and Health & Safety
Sian Sarwar	Derek King	Rebecca Pitt	Emma Sandrey
Jessica Gow	Dean Morgan	Sarah Perkins	Derek King
Sian Lumby	Jessica Gow	Alice Wilson	Tim Jones
	Rebecca Pitt	Louise Payne	
Head teacher - Emma Turner			

Performance Management Committee – meet twice a year to consider the Headteacher and staff performance.

Pay Review Committee - meets twice a year to discuss and pay related matters and set the pay for the Headteacher.

Section 4: Staff structure (Sept 23-Aug 24)

Emma Turner	Head teacher	
Dominic Farrell	Deputy headteacher	Teaching and learning Curriculum for Wales
Catherine Kinsey		
Liz Hancock	Lead teacher ASD base SLT base 1	Health and wellbeing team

Vickie Preece FT Carys Lloyd	Base 2 Base 3	Maths and Numeracy Team Expressive arts team 29 pupils
Jo Wilson	ALN-co, SLT and Y2 (0.25) teacher	Expressive Arts team Nursery 24 pupils
Steve Marshall	Reception teacher	Expressive Arts team Reception 24 pupils
Helen Ashmore	Year 1 teacher	Heath and wellbeing team Year 1 – 25 pupils
Jess Harris	Year 1/2 teacher	Science and Technology team Year 1/2 22 pupils
Liz Dorey	PPA cover teacher (0.7) Phase 3	Language Literacy and Communication team
Hannah Williams	Year 3 teacher	Science and Technology team Year 3- 35 pupils
Sian Lumby	Year 4 teacher	Maths and Numeracy team Year 4
Sarah Breakspear	Year 5 teacher	Humanities team Year 5/6 22 pupils
Matthew Howells	Year 6 teacher	Science and technology team Year 5/6 22 pupils
Jessica Roberts	Nursery teacher	Language Literacy and Communication team
Lucy Rees	Maternity leave	
Racheal Smith	Wellbeing teacher	Maths and numeracy team Wellbeing class 5 pupils

Nursery	Louise Lia, Sophie Dyer, Fran Cooley, Katie Renshaw
Reception	Chelsea Milward, Penny Carr, Faegheh Zardost
Year 1	Vanessa Busittil
Year 1/2	Katie Prestley
Year 2	Liz Smith
Year 3	Katherine Edwards, Gisele Buckley
Year 4	Jordan Meadows
Year 5	Nico Rico
Year 6	Cathy Rogers
Well-being	Nicki Wykes, Agency
ASD	Cerys Barry, Kelly Caffell, Bethan Carlson, Maisy Barry, Hannah Forte, Lindsay Parkes, Tharun Murugesan, Chloe S, Alison B, Sarah Perkins, Siobhan Burke, Elysha Wilson, Riley Parker.

Office staff

Julie Leybourne, Colette Williams and Jade Ford

Estates Manager

Tim Jones

Mid-day supervisors/ Breakfast club

Lesley Langbridge

Marion Smith

Sharon Renshaw

Section 5: Term Dates 2023-2024

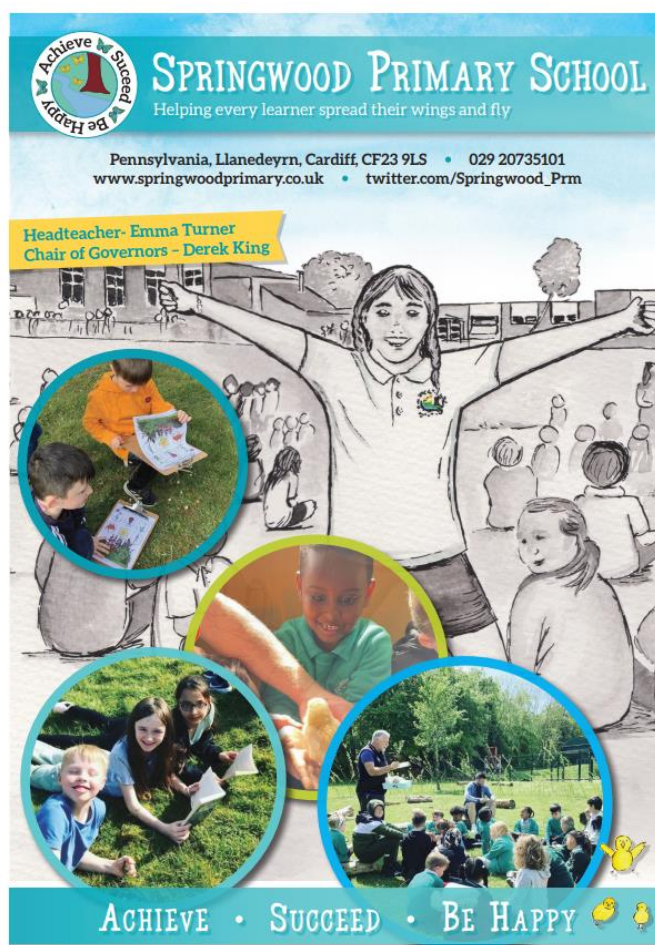
Period	Start	End
Autumn Term 2023	Monday 5 September	Friday 23 December
Autumn Half Term 2023	Monday 31 October	Friday 4 November
Spring Term 2024	Monday 9 January	Friday 31 March
Spring Half Term 2024	Monday 20 February	Friday 24 February
Summer Term 2024	Monday 17 April	Monday 24 July
Summer Half Term 2024	Monday 29 May	Friday 2 June

Times of the School Day

	Start	Lunch		Finish
		Start	End	
Nursery	8:55 am 12.45 pm	n/a		11.30 am 3.15 pm
FP and KS2	8:55 am	12 noon	1.00 pm	3.20 pm
ASD	8:30am	12 noon	1.00pm	2:30pm
Well-being	9:30am	12 1.00pm	noon	2.20pm

Section 6: School Prospectus

The prospectus provides relevant information about teaching and learning, partnership with parents and the organisation of the school day.



A copy can be found on the school website.

[928087_a23be008904d4c50b14cc684d5c4d729.pdf \(springwoodprimary.co.uk\)](http://www.springwoodprimary.co.uk/928087_a23be008904d4c50b14cc684d5c4d729.pdf)

Section 7: Committee Reports

Report of the Standards & Curriculum Committee

Jess Gow chaired the Curriculum and Standards Committee year 23/24. There was a great turnout at each meeting and Jess would like to thank everyone involved. Each curriculum meeting covers a section of the curriculum for Wales and that the governors have been into school and observed many of these aspects in action. Governors sitting in this committee ensured their visits to school were purposeful and fitted with self-evaluation processes.

Report of the Finance & Resources Committee

Derek King chaired the Finance and resources committee for year 23/24. The Finance meetings had excellent attendance and that the terms of reference had been signed off early. Due to strong financial management in the past the school had small a carry forward and full intention to deliver a balanced budget again for the next financial year. With the cost of living and prices increasing governors have to be careful when monitoring budget. This year governors have always prioritised spend in line with any health and safety matters and where they feel the benefit would be best placed. Going forward there will be pressures and limited opportunity to spend on things we would like to, but there is a very strong system for effective monitoring, control and stewardship over our budget. Derek King would like to thank everyone on the committee for their hard work and commitment.

Report of the Inclusion, Well-being & Attendance Committee

Rebecca Pitt chaired the Inclusion committee for year 23/24. New legislation and return of our ALENCO from maternity leave meant lots going on and lots of exciting changes happening. Overall, the Committee is pleased with how the new legislation has been embedded across the school and how well the school staff look after and care for the most vulnerable within our school. This year there has been a huge amount of good work on Well-being of staff and pupils, and this is reflected in the staff and pupils whole school approach to mental health and wellbeing surveys.

Report of the Buildings and Health & safety Committee

Derek King chaired the buildings and resources committee for year 23/24. There was a change in leadership in the Spring term when the previous Chair stood down. There has been lots of work overseeing the risk to the school and its site, ensuring a safe and happy environment for staff and pupils. There has been positive news, with many “Red “risks resulting from Covid now being mitigated and all now “Green”. A huge thanks to Tim, our Estates Manager, for all his hard work and getting the school site up to scratch, with the support from our Local authority health and safety officer.

Report of the Governor Training & Development Committee

Alison Nunnick agreed to oversee Governor training and development and to maintain the Training Matrix

capturing all courses that governors attended across the year. Aison ensured the training matrix was kept up to date and asked all governors to work with her to make this happen. This has been really successful in capturing all the good work and increasing the knowledge and skills of our governing body.

Section 8: School Policies

There is an ongoing process of reviewing and updating (as required) of all policies. These are available both on request and via our school website. The policies introduced or updated during the year that have been ratified by the Governing Body are

Policies ratified by the Governing Body in 2023-24

Autumn Term	Spring term	Summer Term
September Whistleblowing Gifts and hospitality Charging Model performance management	January Governors annual report to parents	May Counter Fraud Equalities
December Anti-bullying School prospectus	March Data Protection Mode Child Protection	June Strategic equalities plan Antiracist

Section 9: Attendance

Attendance remains a critical priority for school governors. Poor attendance at primary school worsens a child's entire life opportunities. The school's attendance remains a priority concern for governors and is a standing item on the agenda for our meetings.

The following chart below shows clearly the impact that absence from school can have on pupils' attainment:

100%	-	Excellent Attendance
98%		
97.9%	-	Expected Attendance
96%		
95.9%	-	Risk of under
90%		achievement

89.9% - 85%	Serious Risk of under achievement
Below 85%	Extreme Risk of under achievement

The class-by-class breakdown from September 2023 to July 2024

Period: 04/09/2023 to 31/07/2024

Scope: Reg Group AM+PM+Rec+Class 1+Class 1/2+ASC+Class 2+Class 3+Class 4+Class 5+Class 6+Wellbeing Number of Sessions

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
AM	2349	0	381	323	3053	76.9
PM	2254	0	213	311	2778	81.1
Rec	7971	0	432	362	8765	90.9
Class 1	7197	0	466	291	7954	90.5
Class 1/2	6680	0	806	154	7640	87.4
ASC	11176	94	891	277	12438	90.6
Class 2	9140	1	718	712	10571	86.5
Class 3	12141	0	773	628	13542	89.7
Class 4	10227	132	767	416	11542	89.8
Class 5	10696	101	733	436	11966	90.2
Class 6	10079	361	754	359	11553	90.4
Wellbeing	1545	50	523	80	2198	72.6
Totals	91455	739	7457	4349	104000	88.6

In order to improve overall attendance, the school has introduced and continued several initiatives that were embedded up until March:

- First day response to keep track of pupils' wellbeing as well as highlighting the importance of school attendance to parents and carers.
- Monthly meetings with the Education Welfare Officer at St Teilo's have enabled us to track families who have needed support with attendance and lateness.
- For a very few pupils their attendance data is completely unacceptable, we need to work even closer with these families.

In addition, the school uses Fixed Penalty Notices. We believe this is an indication of how seriously we take this matter and our determination to use every tool at our disposal to ensure that children attend as often as possible. Year 23/24 3 fixed penalty notices have been issued.

We work closely with Education Welfare Officers, have introduced rigorous requirements for medical proof when children's attendance drops below 90% and use a range of incentives and rewards to encourage children to attend school every day and on time.

Section 10: Teaching & Learning

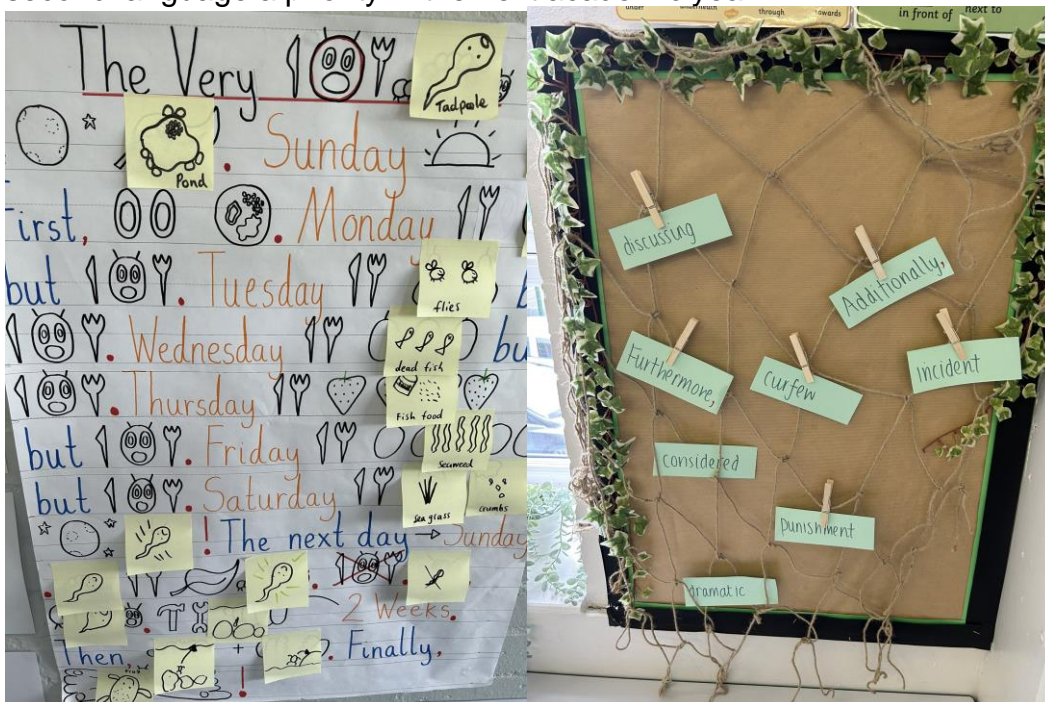
Inquiry based learning has continued to be the vehicle in which our pupils learn and have a say in what they learn. These authentic projects link well the curriculum for Wales and allow teachers to explore six different Areas of Learning and Experience. With all learning underpinned by the four purposes of the curriculum.

Over the year we have continued to invest in the learning environment and teaching resources especially focussing on the younger year groups. Making their environment natural, calming and allowing the children to have access to appropriate resources which will allow them to explore and learn in various ways, this includes both the indoor and outdoor environment.

Governors play an active role in assessing the effectiveness of the curriculum. They carry out learning walks alongside senior leaders and staff in which they explore an area of interest by talking with the headteacher, members of staff and children. The curriculum and standards sub-committee meets once a term with the headteacher to look at performance data, progress against targets and the School Improvement Plan and to consider whether the school is getting the best value it can get from its resources.

Literacy Language and Communication

Springwood is a Talk for writing school. Talk for writing is a way of teaching writing through talk and telling stories. The pupil's ability to write a length has improved dramatically since we started it back in April 2021. The standards in writing in a range of genres across the school has improved and pupils' attitudes to language literacy and communication is positive. The aim is that Springwood will become the first talk for writing showcase school in Wales, which will be an amazing achievement. In terms of Welsh language development, we know this is an area that needs improvement, and the governors and senior leadership team will plan to make Welsh as a second language a priority in the next academic year.



Intergrated Learning

The school have continued to plan the learning experiences of the pupils using a blended approach by using a range of teaching strategies and approaches to ensure that all learners needs are met, including pupils with Additional Learning Needs (ALN).



Maths and numeracy

This year we have focused on aligning Springwood's bespoke approach to maths, the scheme of work and the calculation policies to the curriculum for Wales. Following the concrete, pictorial, abstract model, pupils have many opportunities through maths lessons to discuss their approaches and explain their reasoning. This is a priority at Springwood, and children get the opportunity to show, draw and explain their thinking in lots of different ways.

Another focus this year has been to give pupils the opportunities to use their maths knowledge and skills across different curriculum areas.



Section 11: Additional Learning Needs (ALN)

The table below shows the number of mainstream pupils with ALN at Springwood year 23/24, this does not consider the base pupils, all of whom have IDPs with their primary need being their communication and interaction. It is important to note that some of the pupils below also have a secondary need such as Cognition and Learning or Social, Emotional and Mental Health.

Primary Need	Nursery	Rec	Yr1	Yr2	Yr3	Yr4	Yr5	Y6	Total
Communication and Interaction	4	1	4	2	1	2	2	1	17
Cognition and Learning			1	1					2
Sensory and Physical		1			1			1	3
Social, emotional and mental health				1	1		1	1	4
Total	4	2	5	4	3	2	3	3	26

It is not just pupils with IDPs that need support with their learning in order to make progress. We continue to support pupil progress through a range of interventions, 6 weeks catch up plans and bespoke support, including from specialist teachers. Support is always child-centred and ensures that parents and carers are aware of targets and pupils' progress. If a pupil does not make adequate progress despite ongoing good quality support, the process for placing their name on the ALN register will begin and an initial IDP meeting will be held.

The base continues to go from strength to strength- there were 28 pupils from all year groups. Staffing included 2 Teachers, 3 HLTAs and 9 level 2 teaching assistants. Staff were trained in many courses eg Makaton, Blanks, Handwriting Motorway...

Pupils were involved fully in the life of school and took part in trips, residential trips and any aspect of the curriculum they could cope with to enhance and develop their skills.

Eight year 6 pupils transitioned to high school; Cantonian High, Llanishen High, Woodlands, Marion Centre and Headlands.

Liz Hancock continues to support other schools as part of her outreach work.

There were 6 pupils in Well-being class. Staffing included a full-time teacher and 2 grade 4 teaching assistants. Some of the pupils transitioned successfully back to their home school and due to the needs of some of the pupils they remained in Springwood for another year.

Section 12: Healthy Schools

This year we have continued to implement all aspects of the healthy schools' programme within our curriculum. From knowing how to keep ourselves fit and to eat well during healthy eating week. Understanding what it means to have a healthy mind and participating in hello yellow day. Keeping ourselves safe in all aspects of our lives from online safety to road safety.

Building positive relationships with others. Not forgetting our understanding of hygiene and how not to spread germs. This has all helped us in our progress towards the National Quality Award which we hope to achieve as soon as possible.



Section 13: Resolutions

There were no issues raised by parents with regards the 2022—2023

Section 14: School Leavers

Out of our 32 mainstream pupils in year 6:

- 22 have gone to St Teilo's
- 1 has gone to Llanishen High
- 6 pupils have gone to Cardiff High
- 1 pupil has gone to Eastern High school
- 1 pupil has gone to Corpus Christi High School

- 1 pupil has gone to Cathay's High school.

Out of our 8 ASD pupils:

- 3 pupils have gone to Woodlands High
- 1 pupil has gone to The Marion Centre
- 1 pupil has gone to Llanishen High school (mainstream)
- 1 pupil has gone to Headlands
- 1 pupil had gone to Cantonian SRB
- 1 pupil has gone to Ty Gwyn




Section 15: The provision of toilet facilities at the school for pupils registered at the school and the arrangements in place for cleaning such toilet facilities

The toilets are cleaned daily and air fresheners replaced by external contractors on a regular, rolling basis. There are toilets upstairs and downstairs for Juniors, a toilet block next to the hall, one by the Infants area and toilets in each of the infant classrooms.

This year we are hoping to adapt one of our downstairs toilets into a disabled toilet. This is necessary as we have both staff and pupils who will benefit from the change.

Section 16: SIP 22/23

<i>To ensure the mandatory elements of the curriculum are planned and delivered according to the curriculum for Wales.</i>	<i>To raise standards in literacy, language and communication</i>	<i>To create environments and opportunities for pupils to be independent in their learning.</i>
How we went about doing this... Our Success Criteria		
<p>Experienced teachers took the lead in the mandatory elements of the curriculum: RVE (religion, values and ethics) RSE (relationships and sexual education), Diversity, Rights of the child, Numeracy, Literacy, Welsh second language, DCF and e-safety</p> <p>Teachers planned opportunities for each of the elements into their long term and medium-term planning ensuring to keep track of coverage and progression.</p>	<p>Pupils have had the opportunity to write more often and at length, across all areas of learning and experience.</p> <p>There is a clear and consistent approach to writing, handwriting, phonics and spelling across the whole school.</p> <p>Teachers have collated evidence of writing for different purposes across progression steps and this shows the progress expected in writing across the school.</p>	<p>We worked with consultant and expert Cath Delve, on adapting and optimizing classroom environments so that children could access resources and space needed for their learning.</p> <p>Teachers have planned to create opportunities within continuous and enhanced provision for pupils to challenge themselves.</p> <p>We have implemented a differentiation system of Must Should Could across the school to ensure consistency and progression across the whole school.</p>

<p>Pupil voice groups aligned with some of the mandatory elements, such as pupil council working on the rights of the child, and Criw cymreag on Welsh second language.</p>	<p>We have worked with other talk for writing schools to ensure the Springwood pupils are</p>	
<p>How well did we achieve? Good impact, fair impact, no impact yet</p>		
		
<p>Next steps...</p> <ul style="list-style-type: none"> - Continue to adapt and improve curriculum arrangements- particular focus on evaluating how curriculum content is progressive - Continue to adapt and improve assessment arrangements- particular focus on improving progress for all groups of pupils - Continue to enhance the wellbeing of all groups of pupils by teaching explicitly how pupils can look after their own and others wellbeing and mental health. - Look into embedding Talk4writing further (looking to become a talk for writing teaching school) - Improve standards and pupil progress in reading and Welsh language development - Continue to improve the teaching of phonics and spelling. - Continue to focus on professional learning for all staff to improve application of skills across all AoLEs 		

Section 17: SIP Priorities 24/25

Governors have worked with the Head teacher to set priorities for the forthcoming three years. The process of agreeing priorities is based on the following principles:

- What the self-evaluation process has identified as strengths of the school and areas of development
- Any actions outlined through priority setting will have a direct impact on pupils' wellbeing and/or progress.

Priority 1	Rationale	How will we know we have been successful?
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<p>Literacy, language and communication; nearly all pupils will make expected or better than expected progress in reading and phonics/spelling.</p>	<p>Self-evaluation identifies that talk for writing has had a positive impact on many areas of LLC: Pupils writing and stamina for writing at length has improved. Nearly all pupils are making good progress and attitudes to writing and the talk for writing process is positive.</p> <p>Talk for writing relies on reading a broad range of text types and class novels, picture books and non-fiction, yet testing and benchmarking has shown pupils are not making as good progress in their reading as in their writing. Monitoring has also show that spelling and phonics is still not consistent and therefore pupils don't all make good progress in these areas.</p> <p>Developing a consistent approach to reading, phonics and spelling across the whole school will ensure nearly all pupils make good progress in all areas of LLC</p>	<ul style="list-style-type: none"> - There is a consistent and effective approach to the teaching of phonics and spelling from nursery to year 6. - Teachers have a good understanding of the teaching of phonics and spelling and confidently plan and deliver sessions daily. - There is a consistent and effective approach to the teaching of reading and reading has a high profile in classrooms and throughout the school. - Teachers have a good understanding of the teaching of reading and confidently plan for the teaching of reading as well as create many opportunities to read. - Pupils make expected or better than expected progress in reading, phonics and spelling.
<p>Priority 2 Health and wellbeing- to develop a whole school approach to Health and Wellbeing that systematically develops pupil's personal and social skills, empowering them as unique individuals who enjoy positive relationships with self and others.</p>	<p>Rationale</p> <p>Self-evaluation identifies as a school, we have much in place in addition to the classroom curriculum to support pupils' health and wellbeing, for example, ELSA, talk about, music therapy and a range of other therapies and interventions.</p> <p>However, our safeguarding survey identifies that there is inconsistency in approaches taken by adults when dealing with pupil's experiences and emotions day to day. There is not a clearly mapped out approach to the teaching of personal, social and emotional skills that pupils need to be able to navigate relationships.</p> <p>Monitoring shows that approaches such as circle times, P4C and conscience ally, is ad hoc in some classes and not planned for at all in others.</p> <p>Teachers do plan for RSE, e-safety and take part in show racism the red card and anti-bullying week where it links to inquiry.</p>	<p>How will we know we have been successful?</p> <ul style="list-style-type: none"> • There is a whole school approach to PSE that includes the mandatory elements of the Curriculum for Wales, that is rooted in mindfulness practice. • Pupils' responses to our safeguarding/ health and wellbeing surveys show they feel safe, secure and happy in school. • Teachers confidently plan and teach pupils how to self-regulate and give strategies to manage experiences and emotions throughout the school day on a regular basis.
<p>Priority 3 Professional learning- To develop whole school understanding of anti-racist practice in education</p>	<p>Rationale</p> <p>Self-evaluation identifies our current curriculum does not represent the ever growing racially diverse makeup of our school community.</p> <p>Research studies have shown this can lead ethnic minority pupils to feeling othered and not fully art if the community. We</p>	<p>How will we know we have been successful?</p> <ul style="list-style-type: none"> - Staff have a good understanding of why anti-racist practice is necessary in schools and are aware of the Wales anti-racist action plan.

	<p><i>need to ensure that the curriculum content is decolonised, that resources are through a diverse lense and that teachers have a good understanding of antiracist practices that will help all pupils to feel a sense of belonging.</i></p>	<ul style="list-style-type: none"> - Resources in classrooms and around the school are representative of the diverse school community and teachers plan for inquiries that encompass an antiracist theme. - Pupils and their families feel a sense of belonging and fully part of the whole school community.
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Section 18: School Links with the Community

The school has a well-established reputation for its community links. The last ESTYN inspection commented that, ‘partnerships between the school, parents, the community and other organisations contribute effectively to enriching provision in the school. They have a very positive impact on improving pupils’ standards and wellbeing.

- All classes had the opportunity to visit the local library for tailored activities, with pupils choosing their own books.
- Pupils in progression step 3 further developed links with Glenwood Church by holding a Christmas Carol Service for the community
- Year 6 worked with local businesses for ‘Open Your Eyes’ career week.
- Pupils’ made weekly visits to UWIC for their P.E lessons and the early years pupils took part in a research project at Ty Froebel.
- A Christmas Fayre and summer Fayre were held for pupils and families.
- School assemblies and class concerts were shared with families throughout the year.
- Pupils had opportunities to share their learning with parents through a range of celebrations.
- Pupils enjoyed visits from the police and fire brigade.
- Y5 and Y6 pupils accessed Streetwise and year 6 their cycling proficiency.
- Parents had the opportunity to learn with their children during our ‘With me’ events.

Section 19: Provision made for pupils to participate in sport at the school

We are a happy, healthy and active school and promote sport and fitness. Some of our activities include the following:

- Weekly visits to local university for ALL pupils to engage with a range of sports with specialist coaches.

- Making links with Cardiff City FC, in which they worked with targeted year groups weekly.
- After school sports clubs including football, netball, dance and PESS gymnastics.
- Nominating pupils to further develop their sporting talents represent District teams.
- Pupils had opportunities to represent the school in competitions.
- KS2 pupils and pupils from ASD were able to attend Manor Adventure and Storey Arms, in which they get the opportunity to participate in a range of outdoor adventure activities.
- Year 6 pupils took part in Cycle Training.



Section 20: provision of Extra Curriculum Activities

- As well as the sports club mentioned in the previous section, pupils also had the opportunity to join: Glee club, coding club, chess club, rugby, football, netball and reading club.
- Pupil Voice groups were set up including; School Council, Eco Club, Criw Cymraeg and Digital Leaders.
- Pupils took part in Eisteddfod, World Book Day and other national events.
- Visits from local services including: Police and Firefighters.



Section 21 : The language category which most closely describes the school:

Springwood Primary school teaches through the medium of English.
Welsh is taught as a second language throughout the school.

The percentage of pupils with English as an additional language is growing year on year and sat at 36% in January 2024. We have a total of 45 languages spoken by our pupils. Our most prevalent languages are still Arabic and Kurdish with a wide range of other languages spoken including Spanish, Canotnese, Benglai and Albanian.

Section 22: The use of the Welsh language in the school by pupils of all age groups

Although Springwood is an English-language school, we continuously promote the Welsh language throughout the school and staff and pupils use it extensively in all classes.

All classes enhance Cornel Cymraeg with the consistent use of Welsh reading books and QR codes. The school is aiming to achieve its bronze award in the next academic year.