



**Whitchurch Primary School**

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**Headteacher:** Mrs K Watkins BA(QTS), N.P.Q.H.

**Whitchurch Primary School Annual Report to Parents for academic year 2024-2025**

Dear Parents and carers,

It is a statutory requirement that the annual report is published and made available to all parents at the school each autumn term. The report is based on information for the previous academic year, and as such, this report shares information from the academic year 2024-2025. We trust that you will find the report useful and informative.

Kind regards,

Whitchurch Primary Governing Body 2024-2025

# Annual Governors Report 2024- 2025

## Adroddiad Blynyddol y Llywodraethwyr i'r Rhieni



We are...  
**Ambitious, Capable Learners who...**  
are ready to learn through our lives.



We are...  
**Enterprising, creative contributors who...**  
are ready to play a full part in life and work.



We are...  
**Healthy, Confident Individuals who...**  
are ready to lead fulfilling lives as valued member of society.



We are...  
**Ethical, Informed Citizens who...**  
are ready to be citizens of Wales and the world.



**WORK TOGETHER • PLAY TOGETHER • SUCCEED TOGETHER**  
**Gweithio, chwarae a llwyddo gyda'n gilydd**

## Introduction from the Chair of Governors

Dear Parents and Carers,

We are pleased to present this year's Governing Body Annual Report to Parents. The aim of this report is to share an overview of the key developments, achievements and priorities that have shaped school life over the past year, in accordance with the requirements set out by the Welsh Government.

As a school community, we continue to make strong progress in realising our shared vision for the new curriculum. Staff, pupils, parents and governors have worked collectively to shape a curriculum that is meaningful, ambitious and reflective of the values we hold at Whitchurch Primary School. Our vision is not static; it continues to grow as we learn, adapt and refine our approach to ensure the very best for every child.

The wellbeing, safety and educational success of our pupils remain central to every decision made by school leaders. Each member of staff, alongside every governor, plays an active leadership role within the school; championing particular areas of responsibility, driving improvements and contributing to a collaborative culture where high standards are expected and achieved. Pupil voice, family engagement and community partnerships are also fundamental elements of our ongoing school improvement journey, helping to ensure that our work reflects the needs and aspirations of those we serve.

Over the past year, governors have continued to fulfil their statutory duties with diligence and commitment. We have reviewed and updated a wide range of school policies and undertaken a substantial programme of monitoring activities. These include focused visits covering curriculum development, safeguarding arrangements, financial planning, early years provision, additional learning needs, leadership, use of the PDG, and health and safety. Governors have also taken part in informal engagement activities such as reviewing the school website, spoken to learners and undertaking school visits, giving valuable insights into the school's day-to-day operations.

We would like to express our sincere gratitude to the entire staff team for their dedication, professionalism and creativity. Their ongoing efforts to provide rich and engaging learning experiences have ensured that our pupils continue to thrive academically, socially and emotionally.

On behalf of the Governing Body, thank you for your continued support and involvement in school life. Working together as a community is what makes Whitchurch Primary School such a positive and nurturing place for every child.

Yours faithfully,  
Jonathan Morgan

Chair of Governors- Whitchurch Primary School 2024-2025

## Members of the Governing Body 2024-2025

Type of Governor	Name
<p><b>Headteacher</b> (The Headteacher is obliged to attend all meetings, but need not serve as a governor. We are delighted that Mrs Griffin has elected to be a full member of the Governing Body)</p>	Mrs. Ann Griffin
<p><b>Cardiff County Council Representatives</b> (Cardiff County Council appoints up to four people to represent its interests in the school and the pupil development)</p>	Mr. Jonathan Morgan, Ms. Belinda Mosley Mr David Fowkes Mrs Nicola Davies
<p><b>Teacher Representatives</b> (The school has two elected teacher governors)</p>	Mrs Kelly Watkins Mrs Sophie Rowlands
<p><b>Non-teaching representative</b> (There is one staff governor, who is elected from staff other than registered teachers)</p>	Mrs Katie Middleton
<p><b>Community Representatives</b> 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)</p>	Mr Stuart Scammell Mr Richard Lee Mr Roger Haigh Mrs Caroline Robson
<p><b>Parent Representatives</b> (The parent body elects five governors)</p>	Dr Chris North Mrs Lucy Pottinger Mr Stuart McLeese Dr Danielle Yarlett Mrs Katie Rees
<p><b>Clerk to the Governors</b> Any correspondence to the business of the Governing Body may be sent to Mrs Sydenham at the school address.</p>	Mrs Rhian Sydenham

### 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 Jonathan Morgan and the **Vice-chair** was Stuart Scammell.

## Link Governors

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

Languages, Literacy and Communication	Caroline Robson
Mathematics and Numeracy	Katie Rees
Expressive Arts	Roger Haigh
Science and Technology	Chris North
Health and Wellbeing	Danielle Yarlett
Humanities	Stuart McLeese
Anti Racism	Lucy Pottinger
Health and Safety	David Fowkes
Child Protection	Jonathan Morgan
Additional Learning Needs	Nicola Davies
Attendance	Ann Griffin
Community Links	Stuart Scammell
Governor Training	Jonathan Morgan
Equalities	Nicola Davies

## 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 subcommittees, each with its own convener (chair-person). They discuss detailed documentation before making recommendations to the full Governing Body.

Staff Disciplinary and Dismissal Committee: Nicola Davies, Jonathan Morgan, Danielle Yardley, Reserve: David Fowkes

Staff Disciplinary and Dismissal Committee Appeals: Roger Haigh, Richard Lee, Chris North

Pupil Disciplinary and Exclusion: Nicola Davies, Jonathan Morgan Reserve: Stuart McLeese

Performance Management of Headteacher: Jonathan Morgan, Roger Haigh, Stuart Scammell

Performance Management of Headteacher Appeals: Nicola Davies, Lucy Pottinger

Nominated Child Protection Governor: Jonathan Morgan

Finance and Pay Committee: Jonathan Morgan, Kelly Watkins, Roger Haigh, Ann Griffin, Nicola Davies, Stuart Scammell, Belinda Moseley, Stuart McLeese

Premises and Health and Safety: Roger Haigh, Ann Griffin, Kelly Watkins, David Fawkes, Stuart McLeese

Curriculum: Kelly Watkins, Roger Haigh, Ann Griffin, Lucy Pottinger, Richard Lee, Katie Rees

ALN, CLA: Kelly Watkins, Nicola Davies

## **Work of the Governing Body**

As Governors, we are committed to ensuring that Whitchurch Primary School provides the highest possible standard of education, both academically and socially. Our responsibilities encompass all aspects of school life, and these fall broadly into four key areas.

First, we oversee the admission and welfare of pupils, as well as the appointment and wellbeing of both teaching and non-teaching staff. Second, we monitor the curriculum and the general conduct of the school to ensure that high standards are maintained. Third, we are responsible for the upkeep, maintenance, and development of the school's buildings, grounds, and playing fields. Finally, we ensure that the school is properly resourced, including provision for pupils with Additional Learning Needs, and we review and monitor the costs associated with running the school.

Minutes of all Governors' meetings are available at the school. Beyond these formal meetings, we are regularly invited to attend school events, and we are always pleased to offer our support. Governors are also provided with the school's Instrument of Government and a detailed handbook outlining our roles and responsibilities, and we benefit from ongoing guidance and advice from the Local Education Authority. We are always made welcome in school and are encouraged to visit whenever appropriate.

The Governing Body would like to express its sincere thanks to everyone involved in the day-to-day running of Whitchurch Primary School for their hard work and dedication. We also extend our gratitude to parents and friends of the school for their continued support throughout the year.

A summary of any review undertaken and any policy or strategy adopted by the governing body during the academic year 2024-2025;

### 30th September 2024:

- School Financial Regulations and Authority List
- Charging and Remissions Policy
- Child Protection Policy
- Educational Visits Policy
- Staff Wellbeing Policy
- Communication Policy
- School Leave Policy and Procedure

#### 20th January 2025:

- School Redeployment and Redundancy Policy and Procedures
- Whole School Pay Policy
- Model Performance Management Policy
- Complaints Policy
- Curriculum Policy
- Anti-Bullying Policy
- Induction Policy

#### 7th April 2025:

- School Data Protection Policy
- Recruitment and Selection Policy and Procedure
- RSE Policy
- Social Media Policy
- Online Safety Policy
- Whole School approach to Physical Activity Policy
- Whole School approach to Food Policy
- Procedures for Whistleblowing in Schools
- Freedom of Information EIR Policy and Procedure
- Uniform Policy

#### 7th July 2025:

- Admissions Policy
- Attendance Policy

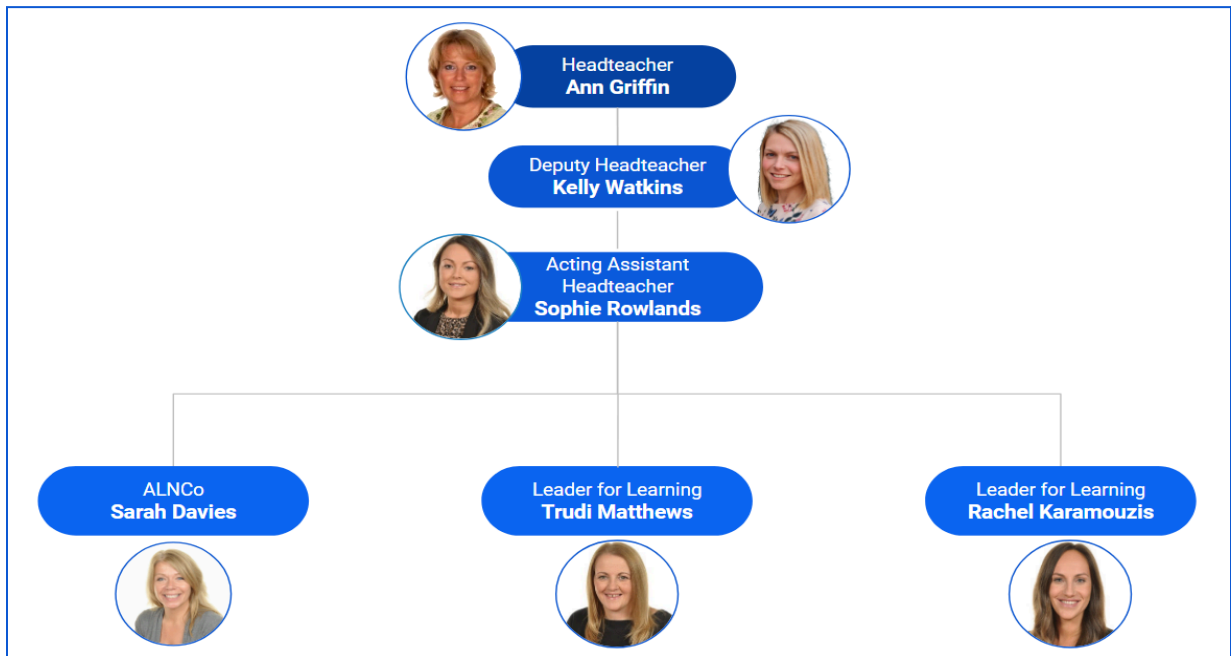
#### **Petitioned Meetings with Parents**

There were no petitioned meetings with governors in 2024-2025

Estyn (2024) noted: Leadership across the school is highly effective. The headteacher has developed a successful team who know their school well. The dedicated governing body works alongside leaders and staff to monitor and evaluate progress in teaching and learning. As a result, leaders have a good understanding of school strengths and areas in need of improvement. Governors work with the headteacher to manage school finances and resources carefully and to make prudent decisions that support the school effectively

## Staffing Structure 2024-2025

### Leadership Team



### Teaching Staff

Teaching Staff 2024/2025			
<b>Year 6</b>	Rachel Karamouzis	Mark Ridout	Sean Jones
<b>Year 5</b>	Ella Lewis	Luke Davila	Emily Tong/ Hannah Butler
<b>Year 4</b>	Tom Lewis	Rhian Trotman	Michaela Atter
<b>Year 3</b>	Sophie Hawkins	Kathryn Davies	Tia Peachey
<b>Year 2</b>	Sophie Rowlands	Eleanor Blacker	Becky Murray
<b>Year 1</b>	Clare Zirker	Naomi Richards	Sara Brown/ Lydia Davies
<b>Reception</b>	Trudi Matthews	Nia Davies	Joe Delve
<b>Nursery</b>	Sarah D/Sam H		

### Teaching Assistants

Mrs L Watkins, Mrs Nicolai, Miss Sydenham, Mrs Hembury, Miss Steele, Mrs Adams, Mrs Seary, Mrs. Begum, Mrs Shah, Mrs Dukes, Mrs Edwards, Miss Owen, Mrs Hose, Miss Hurley, Mrs Shipston, Miss Platt, Mrs Land, Mrs Mayer, Mrs Bushen, Mr. Stephens, Mrs Middleton, Miss Bird, Mrs Boorman, Mrs Gallaccio, Miss Peachey, Mr Simons, Mrs Capper, and Mrs Jones.

**Administrative Team**

Mrs. C. Roberts (Human Resources, Communication)  
 Mrs. S. Maunders (Financial Services, Communication)  
 Mrs. C. Pattison (Attendance and School Meals Services)

**Catering Team**

Ms N Price-Jones (Kitchen Manager)  
 Mrs S Smith  
 Mrs M Jones  
 Miss S Brown  
 Mrs D Dempster  
 Miss H Jones  
 Miss S Lawrence  
 Miss S Mitchell

**Estates Manager**

Mr Stephen Hembury

**School terms and holiday dates 2024-2025**

	Term Starts	Half term starts	Half term ends	End
Autumn	Monday 2nd September 2024	Monday 28th October 2024	Friday 1st November 2024	Friday 20th December 2024
Spring	Monday 6th January 2025	Monday 24th February 2025	Friday 28th February 2025	Friday 11th April 2025
Summer	Monday 28th April 2025	Monday 26th May 2025	Friday 30th May 2025	Monday 21st July 2025

**Inset Days:**

2nd September  
 3rd September  
 25th October  
 10th March  
 11th April  
 21st July

## Attendance for recent academic years

	2022-2023	2023-2024	2024-2025
Attendance	93.9%	95%	94.5%
Authorised Absences	5.2%	4.39%	4.1%
Unauthorised Absences	0.9%	0.61%	1.4%

### School Prospectus

The Governing Body review and publish the prospectus annually and a copy can be found on the school website.

### School Hours

The School opens for a free breakfast club at 8.10am for those pupils registered to attend.

The gates open at 8.50am and all children should be in class for 8.55am. Lunchtime is an hour on a rotation with pupils in Reception going to lunch at 11.45am - Y6 12.30pm-1.30pm.

Parents/carers are able to collect pupils in Foundation Phase at 3.15pm and KS2 at 3.30pm.

## Teaching and Learning

### About our School

Whitchurch Primary School maintains a clear and ambitious vision for its curriculum. Our aim is to provide an engaging and inspiring learning experience that enables all children and staff to fulfil their potential. Our highly qualified and experienced staff are committed to ensuring that pupils remain at the forefront of their learning.

We strive to nurture motivated, inquisitive learners who show a genuine enthusiasm for knowledge, a love of learning, and most importantly, confidence in themselves and in their capabilities.

As a school community, we actively embrace new initiatives that support these aims. Through both the formal and informal curriculum, we seek to:

- Foster lively, enquiring minds
- Develop pupils' ability to work independently and collaboratively
- Support individual growth so that pupils are well prepared for the next stage of their education
- Secure strong skills in literacy, numeracy, thinking skills, and information technology
- Promote the importance of Welsh culture through Curriculum Cymreig
- Cultivate an understanding of responsible citizenship
- Build strong personal relationships
- Encourage respect for their own and others' cultures and traditions
- Promote the development of spiritual and moral values

## Visions and Values

<b>Our Vision Ein Gweledigaeth</b> At Whitchurch Primary School we aim to deliver a stimulating, exciting and challenging curriculum. We empower children to lead their learning, become independent thinkers and achieve high standards. We will develop learning attitudes that will stay with them for life.		
<b>Enterprising Creative Contributors</b> 	<b>Ambitious Capable Learners</b> 	
<b>Ethical Informed Citizens</b> 	<b>Healthy Confident Individuals</b> 	
<b>Our Values</b> <b>Respect</b> - We value children's rights <b>Achieve</b> - We achieve the highest possible standards <b>Care</b> - We care about ourselves, each other and our environment <b>Inspire</b> - We inspire children to be independent and lead their own learning		<b>Our Aims</b> We aim for us all, as learners to: <ol style="list-style-type: none"><li>1. Feel safe and valued as part of a caring community</li><li>2. Be polite and courteous</li><li>3. To be able to think creatively, critically and independently</li><li>4. To be confident risk takers</li><li>5. To be like our learning heroes</li><li>6. To understand and respect diversity in our local and global community</li></ol>
<b>Work Together - Play Together - Succeed Together</b>		
<b>Gweithio, Chwarae a Llwyddo Gyda'n Gilydd</b>		

### Our Learning Heroes

Whitchurch Learning Heroes develop the four purposes of the Curriculum for Wales meaningfully in context. Through the learning behaviours of resilience, collaboration, independence and resourcefulness we encourage our pupils to ask questions, explore and solve problems. We value the learning process and develop independent, curious and critical thinkers.

### Curriculum Organisation and teaching

Curriculum for Wales offers schools the opportunity to design, develop and deliver a curriculum that is bespoke to the school, its pupils and its community.

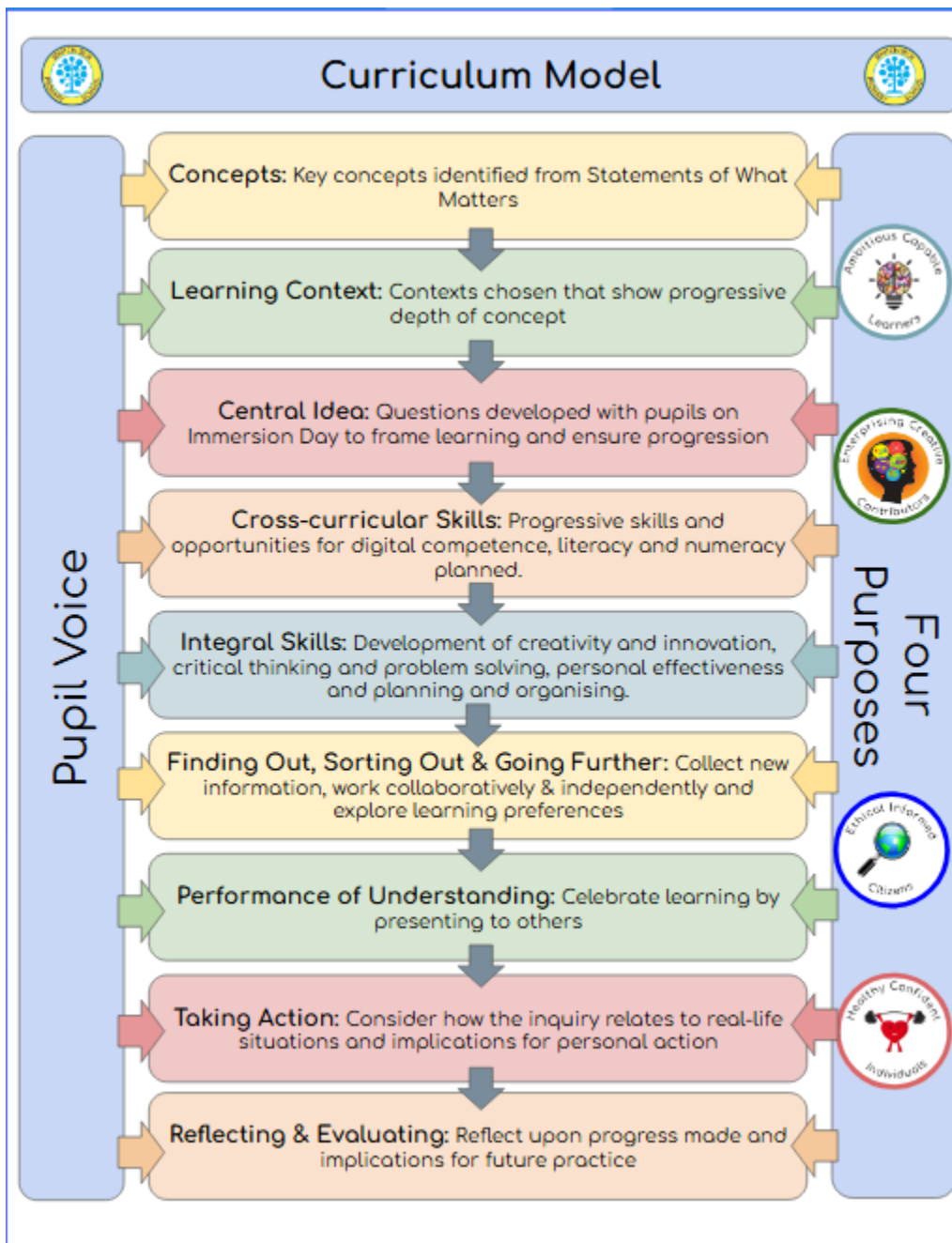
Our inquiry approach to curriculum and the Whitchurch Learning Heroes develop the four purposes meaningfully in context. Through the learning behaviours of resilience, collaboration, independence and resourcefulness we encourage our pupils to ask questions, explore and solve problems. We value the learning process and develop independent, curious and critical thinkers.

We provide pupils with an authentic range of learning experiences and opportunities. We develop pupils' knowledge and skills through a progressive curriculum that values pupil voice and encourage learners to make meaningful connections. We at Whitchurch Primary School aim to deliver a stimulating, exciting and challenging curriculum. Through outstanding teaching, we empower children to lead their learning, so that they become motivated and independent thinkers.

We are passionate about equipping our pupils with the skills they need in an ever changing world; developing learning attitudes that will stay with them for life.

## Our Curriculum Model

The school uses the following Curriculum Model, for all inquiry based learning. For maths, we have implemented a maths mastery approach and we use a bespoke 'Journey of a Writer' curriculum to ensure strong and progressive speaking and listening, reading and writing skills are implemented throughout all areas of the curriculum.



## Termly Coverage

### Progression Step 1

Year Group	Autumn	Spring	Summer
Nursery	<p><a href="#">Humanities</a></p> <p><b>What makes me, me?</b> Learning about ourselves and others, nurtures identity and a sense of belonging.</p>	<p><a href="#">Science &amp; Technology</a></p> <p><b>Rhyme time;</b> Our world around us always changes.</p>	<p><a href="#">Expressive Arts</a></p> <p><b>Nature Detectives:</b> Observing and investigating our environment helps us understand the world around us.</p>
Reception	<p><a href="#">Humanities</a></p> <p><b>Home, Sweet, Home:</b> People make sense of their world, by learning about where they live and their families.</p> <p><a href="#">Science &amp; Technology</a></p> <p><b>Design it! Build it! Live in It!</b> Construction improves our world.</p>	<p><a href="#">Expressive Arts</a></p> <p><b>An Invitation to...</b> :People express themselves through the <u>Arts</u>.</p>	<p><a href="#">Science &amp; Technology</a></p> <p><b>Animal Magic</b> - Animals are living things which need care and protection.</p> <p><b>Push &amp; Pull Power</b> - Forces help objects change.</p>

### Progression Step 2

Year Group	Autumn	Spring	Summer
Year 1	<p><a href="#">Humanities</a></p> <p><b>Changing Places:</b> How and where we live keeps changing.</p>	<p><a href="#">Expressive Arts</a></p> <p><b>Show and Tell:</b> People tell stories and entertain through the Arts.</p>	<p><a href="#">Science &amp; Technology</a></p> <p><b>Nature Explorers:</b> Living things have needs so that they grow and survive.</p>
Year 2	<p><a href="#">Humanities</a></p> <p><b>Time Traveller!</b> Transport systems connect communities.</p>	<p><a href="#">Expressive Arts</a></p> <p><b>Wordly Creative:</b> Patterns help us understand the world.</p>	<p><a href="#">Science &amp; Technology</a></p> <p><b>Light, Sound, Action!</b> Forces and energy impact our lives.</p>
Year 3	<p><a href="#">Humanities</a></p> <p><b>Stronger Together:</b> People's behaviour changes a community over time.</p>	<p><a href="#">Expressive Arts</a></p> <p><b>Precious Earth;</b> People can make choices to support sustainability of the Earth.</p>	<p><a href="#">Science &amp; Technology</a></p> <p><b>Marvellous Materials:</b> Materials have properties that can be changed and used in different ways.</p>

### Progression Step 3

Year Group	Autumn	Spring	Summer
Year 4	<p><a href="#">Humanities</a></p> <p><b>Changing Cardiff:</b> Significant events shape communities.</p>	<p><a href="#">Expressive Arts</a></p> <p><b>Sustainable Fashion:</b> Fashion choice is a powerful way to support our world.</p>	<p><a href="#">Science &amp; Technology</a></p> <p><b>Earth and Beyond:</b> Forces and energy shape our universe.</p>
Year 5	<p><a href="#">Humanities</a></p> <p><b>Children's challenges and opportunities:</b> Children worldwide face a variety of challenges and opportunities.</p>	<p><a href="#">Expressive Arts</a></p> <p><b>Express Yourself:</b> Celebrations use different forms of arts and techniques to express culture and identity.</p>	<p><a href="#">Science &amp; Technology</a> (Mini Inquiry): States of Matter</p> <p><a href="#">Science &amp; Technology</a></p> <p><b>Life on Planet Earth:</b> The world around us is full of living things that depend on each other for survival.</p>
Year 6	<p><a href="#">Humanities</a></p> <p><b>Conflict and Peace:</b> Resolving conflicts can lead to a better quality of human life.</p>	<p><a href="#">Humanities/ Science &amp; Technology</a></p> <p><b>What a transformation!</b> Energy is transformed, changed, and used in various ways.</p>	<p><a href="#">Science &amp; Technology</a> (Mini inquiry): Olympics/Healths &amp; Fitness (adapted annually for World events)</p> <p><a href="#">Expressive Arts</a></p> <p><b>Lights..Camera..Action!</b> Performance has the power to influence thinking and behaviour.</p>

## School Improvement Targets 2024-2025

### 1. Learning and Teaching

- Oracy - To improve the quality of listening skills of pupils; in particular how pupils' listening skills improve their ability to comprehend, synthesise and respond to others in talk-based tasks, using Voice 21 strategies.
- Reading - To improve reading outcomes; with a particular focus on phonics, reading fluency and comprehension skills.
- High Quality Teaching - To consistently build on the pedagogy, metacognition and subject knowledge of all staff over time.

### 2. Well-being

- Attendance of Free School Meal Pupils - To close the attendance gap between FSM and non FSM pupils to 4%

### 3. Leadership

- Impact of AoLE Teams - To develop middle and senior leaders

## School Improvement targets Progress 2024-2025

### 1. Learning and Teaching

#### **Oracy:**

-Voice 21 strategies fully embedded across the school. As a result, pupil questionnaires showed many pupils feel confident speaking in class and sharing ideas in a group. Interestingly most pupils feel that they listen very well in class and have good listening skills. Many pupils felt comfortable asking questions.

-Further training to all staff focused on introduction of oracy skills ladders and oracy moderation guidance; all staff able to identify that there has been improvements in the speaking attainment of pupils, and whilst listening skills have improved, this still needs to remain a targeted area.

-All staff were able to observe FSM, EAL and MAT pupils in a variety of discussions, and agree their current strengths and areas of improvement using newly implemented oracy baseline evaluation sheets; these now need to be embedded into termly assessment and moderation activities in 25/26.

-Performance Management May 25 showed that all staff are implementing and utilising Voice 21 strategies in lessons to successfully promote speaking and listening skills in a cross curricular context.

#### Clear positives:

-Nearly all pupils were engaged and enjoyed their learning and demonstrated effective or highly effective speaking and listening skills in the context of the activities and lessons observed.

-Scaffolding (stem sentences, images, peer support, adult modelling) allowed nearly all learners to participate

-New vocabulary was taught effectively and used by most pupils

- Discussion guidelines were used consistently across all classes by staff and pupils
- Most pupils were able to explain their thinking and ideas
- Many pupils showed effective listening by reporting what others had said and by building on responses.

#### Next steps in lessons:

- Use information from oracy moderation and skills ladders to further deepen listening skills (building on and challenging responses), using discussion roles to support

Curriculum governor listening to learners 19.6.25 (year 4 to 6 school council) conducted and key findings were as follows:

- All pupils were able to share their understanding and the positive impact that the changes had made to their own speaking and listening skills; this was particularly evident with the year 5 and year 6 pupils who could discuss in depth the techniques and scaffolding/resources teachers had used to develop their skills and which ones in particular and helped them to develop specific skills for them personally e.g. eye contact to monitor body language in conversations, being able to identify who may be left out in a discussion and draw them in, changing their own viewpoints after considering opinions of others and being able to agree to disagree
- Most of the pupils could also explain how quieter and less confident members of the class are supported in tasks and how all pupils have the opportunity to participate and have a voice
- Year 5 and 6 pupils were also able to articulate how the skills in speaking and listening had also improved their understanding of situations outside of the classroom such as playground conflict and skills to take to High School
- All pupils expressed an enjoyment of the new techniques and strategies

#### Reading:

- Nursery to year 3 staff implemented a new phonics programme 'Unlocking Letters and Sounds' in November 2024 which has had a positive impact on pupils progress and outcomes in phonics, reading and spelling.
- Based on expectations by Unlocking Letters and Sound progression and assessment programme:
  - Nearly all reception pupils on track at working within phase 4
  - Nearly all year 1 pupils on track at working within phase 5a (one term behind due to starting ULS in November, not September). Expectation is whole class reading will be introduced into this cohort late Spring 2026; a year ahead of current year 2's progress
  - Nearly all year 2 pupils now completing phase 5; one more term of phonics teaching needed in year 3 and then move to whole class reading in January 2026
- Also clear evidence of application in wider reading (Book band progress) and writing.
- Through professional learning, triad work and coaching, planning checks show that Year 3 to Year 6 whole class reading lessons now have a consistent approach and structure, as do Reception to year 2 guided reading sessions. However, there is an over-focus on the teaching of strategies and fluency, and not always enough focus on higher order and responding to text skills. This has been shared and next steps explained in phase meetings by LAST June 25.
- 'Precision Grid', 'Mix it Up' and 'oral blending' intervention being used consistently in years 1 and 2; impact is more children 'keeping up'. 13 pupils continue with this approach going into year 2, 10 pupils going into year 1 and 11 pupils going into year 3.
- Lisa Casey has led further CLIP reading training for years 4 to 6 TAs: year 5 TA in particular has had significant success in pupil progress in both reading and writing. Autumn term Year 5 TA model effective practice to other TAs. Lisa Casey also undertaking CLIP training for all TAs 1st September 2025.
- Learning walks of the learning environment demonstrates an emerging consistency of application of phonics and reading within displays but needs a greater focus in enhanced provision across the school. Updated learning environment guidelines have been created and shared with all staff 9.7.25, in preparation for classroom set ups for academic year 25/26
- Further professional learning undertaken with Jane Carter (KW, ND); input has been used to direct INSET day delivery 1st September 2025 to share with all staff.
- Additional professional learning undertaken with Cerys Stephens (Early Literacy specialist and consultant) with literacy AoLE team and LAST to finalise and agree 'Journey of a Writer' approach and progression/skills mapping for younger year groups. Updated guidance and planning will be shared on 1st September training day for all staff.

-Read and Relax event held on 11.7.25 to continue to raise the profile of shared reading and inspiring a love of reading; positive feedback from staff, pupils and parents.

-Welsh Government test analysis: Year 2 to year 6 Welsh Government Test data shows 1% pupils below 85, 9% 85 to 99, 40% 100 to 114, 50% 115+ . The improved data demonstrates the impact of introduction and professional learning related to whole class reading and targeted group reading for all staff. Further Professional learning through the academic year 24 to 25 through Jane Carter (fluency and comprehension strategies, and early reading), learning walks and supported planning and model lessons.

### **Teaching and learning:**

-Teaching and learning audit undertaken and INSET and coaching have taken place in accordance to staff needs across Autumn after school INSET and additional planning support from subject leads for targeted year groups: Welsh, IT and questioning.

-Specific coaching for identified teachers completed with regards to behaviour management, assessment and marking/feedback; this has included 1:1 leadership time support, in class support and team teaching

-Triad work implemented and completed for oracy for all staff to observe practice and make improvements to own provision; Voice 21 planning and school overview amended and updated as a result of findings

-Essential Guide and model lesson updated for Whole Class Reading, through INSET sessions, research and staff discussions; this has been used to plan year 4 to 6 lessons with the support of HB

-IT and numeracy professional dialogue meetings undertaken with AoLE leads to ensure effective use of cross curricular skills embedded across the curriculum; strong practice was evidence. As a result of the DCF evidence and portfolios of support created, Gareth Morgan, Digital Den lead, has asked the school to provide case studies and training to support other schools.

-Hinge questions inset delivered and these questions being used with greater frequency (performance management observations)

-Updated learning environment policies and non negotiables to support with phonics and reading enrichment

-Literacy essential guides updated for oracy, reading and writing in line with changes to provision and professional learning with Jane Carter and Cerys Stephens; these are to be introduced and impact monitored from 1/9/25

-Staff have undertaken oracy, reading and moderation activities between April and June. Reading moderation was highly successful with all staff able to moderate which pupils were below, on track and above track for age expectations and plan next steps accordingly.

-During oracy moderation staff tried baseline evaluation assessments; these were successful in staff agreeing which skills were shown by different pupil groups and which speaking and listening skills to target- to be fully implemented in 25/26 academic year.

-Writing moderation needs further development, in line with literacy team restructuring assessment and expectation progression guidelines across the school.

### **Well-being:**

-Current attendance 95% all pupils and 91.03% FSM (7.7.25 Pupils of school age to year 6). This is an increase of 2% for FSM pupils from Estyn's target in April 2024 (88%) and a gap of 8% closed to 4% but will remain a target for 25-26

-Over the year 111 tracked pupils for attendance (below 90%) 9 children further removed from tracking in summer term, therefore the total number was reduced to 48 pupils by end of school year, of these 48 pupils, 7 are below 80%- two siblings (holidays), one ABSA, others medical

-Admin team and HT monitor individual cases through link report (Attendance Officer still away on long term sick)

-Detailed analysis and tracking targeting certain year groups and pupil groups continue e.g. FSM, ALN and EAL

-Monthly newsletters continue to focus on attendance and punctuation and share class data with all parents. Reminders set regarding importance of attendance.

-Curriculum meetings and overviews shared and sent to all parents in July to highlight importance of attendance and punctuality and the impact on school and achievement

-School council met with KW and shared ideas; weekly additional play for class of the week attendance implemented

-Rewards implemented for over 95% attendance and for 100% attendance, in line with school council recommendations

### **Leadership:**

- AoLE team MER activities have coordinated with school MER cycle and focus AoLE areas on SIP.; all teams have updated their AoLE action plans in response to the activities and shared development points with staff in INSET / team meetings.
- AoLE leadership training has been undertaken in- planning and progression overviews have been adapted as a result of this training.
- Detailed MER activities have been undertaken in oracy, reading, phonics, writing and maths due to other SIP areas and WGT test analysis .
- AoLE teams have continued to evidence against the leadership standards; these to be shared, alongside action plans, with link governors in autumn 25-26.
- Three middle leaders successfully completed the CSC middle leaders course to further enhance AoLE leadership capacity
- Science team have shown significant impact of changes to science curriculum within school and cluster work, and impact on progress of pupils, as such, the school was awarded the PQSM award
- Humanities team have delivered training for the CSC Humanities team and CSC schools to share changes that the school has made for our RVE provision and curriculum- due to the impact this has had on increasing staff confidence and pupils' knowledge and experience linked to non-religious philosophical convictions and a case study the school is undertaking to enhance RVE teaching in the early years and using outdoor spaces

### **Parent /Carer sharing sessions and consultations**

- Curriculum information was shared to all parents/carers of all year groups at the beginning of the academic year to share information on learning, 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 February.
  - Reception and Nursery parents/carers invited to open days prior to their children starting at WPS and nursery parents attended a meeting for when pupils moved into Reception.
  - All parents/carers were invited to reading workshops in June.
  - All parents/carers were invited to attend a curriculum celebration event in the summer term
- Further opportunities were also made available for parents to be welcomed into the school and events; Christmas celebrations, Year 2 Art showcase, Year 3 Oscar Ceremony, Year 6 show.

### **Community work**

#### **Autumn**

Trips:

Nursery - Walk around the school

Reception - Walk in the local community

Y1 - St Fagans

Y2 - Brecon Mountain Railway

Y3 - Caerleon Roman Museum

Y4 - Changing Cardiff - Cardiff Bay and tour of Senedd

Y5 - Children's Rights - The Victorian Workshop in St Fagans Museum and Cadbury's World

Y6 - Conflict - Visit to Cardiff Castle WWII

Wider:

Welsh Water - Eco Committee Assembly

Scholastic Book Fair

Grandparents' Caffi Cynefin

Wear Red—show racism the red card

Anti Bullying Week

Children in Need Day

Remembrance Day

## **Spring**

### Trips:

Nursery - Community Garden and Spiritual Garden Forest School

Reception - Welsh National Orchestra

Y1 - Community Garden

Y2 - Cardiff Museum, Welsh National Orchestra, Zumba workshop

Y3 - Bigfoot Animation, PBuzz Event

Y4 - St Mary's Church, Elan Chidlow Fashion Designer workshop

Y5 - Cycling safety

Y6 - Bute Energy workshops, One Planet Cardiff, Welsh Water, PCSO Social Media workshop

### Wider:

Eisteddfod, World Book Day, Wear Red for Velindre, Comic Relief

-School Choir performed at Rotary Breakfast at Whitchurch Golf Club

-Active Travel Crew: Bike Bus, Sustrans Big Walk and Wheel event

-School Council; Denmark Headteachers visit

-Eco Committee; school and community litter picking

-Criw Cymraeg; Siarter Iaith Awards Ceremony

## **Summer**

### Trips:

Nursery-community gardens and Forest School (Peace garden)

Reception- Cefn Mably Farm

Y1 Cosmeston Lakes

Y2 visit to Forest Farm

Y3 visit to Porthkerry Park

Y4 Call of the Wild residential

Y5 swimming

Y6 Llangrannog residential and Llanishen Reservoir

### Wider:

Sports Day

Wimbledon trip

STEM week

Relax and Read event

Curriculum Celebration events for all parents/carers

## **RVE: throughout the year**

Workshops, assemblies and visits from:

- Stuart Scammell Bethesda Church
- Claire James Humanist Society
- Mark Bryant Islamic Centre
- St Mary's Rev Anna Harwood
- Tim Barker Bethel Baptist Church
- Steve Harris New Life Centre

## **PTA Activities & Events:**

Halloween Disco

Friends of Whitchurch Primary Christmas Fair

Eater disco

Summer Disco

## **Pupil Voice Committees 2024-2025**

### **School Council**

This year, the School Council has played a significant role in strengthening pupil voice and promoting children's rights across the school. Members took part in a valuable visit to the Senedd, where they learned first-hand about leadership, democracy, and the importance of active participation in decision-making. Throughout the year, the Council worked hard to maintain a strong focus on children's rights by delivering monthly presentations on the 'Article of the Month,' ensuring that all pupils remained informed and engaged. Their commitment, enthusiasm, and growing confidence have made a positive impact on the school community and continue to inspire others to take an active role in shaping school life.

### **Criw Cymreig**

The Criw Cymraeg has had a highly successful and vibrant year, championing the Welsh language and culture throughout the school. Members proudly recorded the Urdd Message of Goodwill, which was shared across the world and showcased our school's commitment to promoting Welsh values internationally. They also led our celebrations for Diwrnod Seren a Sbarc, organising engaging activities such as quizzes, artwork, and opportunities for pupils to practise their Welsh in fun and meaningful ways. A highlight of the year was attending the awards ceremony at the Vale Resort, where the Criw Cymraeg accepted our Siarter Iaith, Cymraeg Campus Silver and Gold certificates on behalf of the school. Their dedication, enthusiasm, and leadership have made a tremendous impact - Llongyfarchiadau mawr i bawb!

### **Digi Dudes**

Our brilliant Digi Dudes have had an exciting and impactful year, leading the way in promoting safe, balanced, and creative use of technology across the school. They delivered engaging presentations to every class, highlighting the positive role screens can play in supporting learning, creativity, and staying connected with friends and family. At the same time, they reminded us of the importance of taking regular breaks, getting

outdoors, and making time for exercise, fresh air, and offline creativity to avoid the drawbacks of too much screen time. This year also saw incredible enthusiasm for our Digital Reading Challenge, which impressed the Digi Dudes, Miss Hawkins, and Mr Lewis. With so much digital talent on display, all pupils who took part will enjoy a special Digital Workshop.

### Active Travel Crew

The Active Travel Crew has continued to inspire healthy, sustainable habits throughout the school community during 2024–2025. This year, they successfully organised our popular Bike Bus to school, encouraging pupils and families to travel actively and safely together. A major highlight was celebrating our Sustrans Gold Active Travel Award, marked with a vibrant ‘Bling Your Bike’ competition, an exciting whole-school BMX show, and inspiring workshops led by world record holding cyclist, Matti Hemmings. We are also incredibly grateful to all of the VIP visitors for their ongoing support in promoting active travel. The Crew even received a letter from AS/MS Heledd Fychan, who kindly acknowledged and celebrated our fantastic achievement.

### Sporting Success

The 2024–2025 school year has been full of sporting achievement and great team spirit across a range of activities. A huge da iawn to our Year 6 girls’ football team for reaching the finals of the Urdd Cardiff & The Vale tournament, and congratulations to all pupils who took part in football fixtures against Howells and Coryton, making a strong start to the season. Our rugby teams have also shone brightly; Whitchurch Primary’s rugby team competed with skill and determination in the Urdd 7s tournament, with the girls’ team making it all the way to the semi-finals. Year 5 and 6 pupils showed fantastic attitude and teamwork at a rugby festival held at Cathedral School, while Year 5 enjoyed an action-packed day at Whitchurch High School, participating in tag rugby, rugby netball, and team challenges. A special thanks to Zeb for his excellent coaching, which helped build confidence and skills in all the children involved. Most notably, huge congratulations to the girls who competed in Aberystwyth and were crowned Welsh Netball Champions 2025 - an outstanding achievement for our school!



## Welsh Language Development

At Whitchurch Primary School, we believe it is essential for our pupils to learn Welsh as a second language. Doing so enriches their understanding of the culture and heritage of Wales, while also helping them develop a strong sense of identity and belonging within their community. As very few of our pupils speak Welsh at home, we recognise that school often provides their main exposure to both the language and the wider Welsh culture.

Our aims for teaching Welsh are to:

- Develop pupils' knowledge, understanding, and skills through an integrated programme of speaking and listening, reading, and writing;
- Foster a positive Welsh ethos that promotes the use and appreciation of the language;
- Provide opportunities for children to explore and enjoy Wales' rich heritage;
- Celebrate Welsh traditions and culture across the school;
- Enable pupils to perform and compete in Welsh during assemblies, concerts, and Eisteddfodau.

In recognition of the school's commitment to promoting the Welsh language, Whitchurch Primary has proudly achieved the Gold Siarter Iaith Award.

## Identifying and supporting pupils with additional learning needs (ALN)

Additional Learning Needs (ALN) 2024 Estyn noted that: 'There is a strong, inclusive culture that permeates all aspects of school life. Staff are supportive role models and, as a result, pupils are respectful of adults and their peers showing high levels of care, kindness and consideration to those around them. Provision for pupils with additional learning needs is highly successful. The school's Additional Learning Needs Coordinator (ALNCo) and deputy headteacher collaborate well and monitor the impact of provision skilfully. They ensure that all staff receive appropriate professional learning so that they understand and meet the requirements of Welsh Government's ALN Reform. This supports staff to adapt the school's provision effectively enabling most pupils with ALN to make strong progress from their individual starting points.'

At Whitchurch 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 in 2024-2025 was Nicola Davies. The ALNCo at school (Coordinator of provision for Additional Needs and Inclusion) in 2024-2025 was Mrs Sarah Davies.

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 Whitchurch Primary School endeavour to eliminate discrimination on the grounds of heritage, race, culture, gender, disability 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 always working to make the school 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.

## **Healthy Eating and Drinking**

Estyn 2024 noted: The school has appropriate arrangements for promoting healthy eating and drinking.

Whitchurch Primary School is committed to promoting the health and wellbeing of the school community. Whitchurch has combined a series of approaches, which allows every child to become happy, motivated, caring and confident learners. During playtimes, Play Leaders support a range of play equipment which is 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.

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

Pupils at Whitchurch 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 Whitchurch Health Crew pupil group promoted healthy eating and hygiene with posters, assemblies and lunchtime monitoring. Pupils also organise and run a 'snack' trolley where pupils can buy healthy fruit as a breaktime snack.

## **Provision of Toilet Facilities**

Our school has the appropriate number of toilets for children, staff and visitors which are easily accessible from all parts of the school. Any operational or cleanliness issues are promptly dealt with by estates staff. All toilets are cleaned at the end of every school day. There are disabled toilets available within the school.

## **Financial Report April 2024 - March 2025**

No payments to Governors were made for travelling or subsistence allowances. No gifts were made to the school.

CARDIFF COUNCIL/GYNGOR CAERDYDD				
SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLION 2024-2025				
Governing Body/Corff Llywodraethu of: Whitchurch Primary School				
	Governor Approved Budget/Cyllideb a Gymeradwywyd gan y Llywodraethwyr		Actual Expenditure/ Gwariant Cyflawmedig	
	£	£	£	£
<b>Staffing costs/Costau Staff</b>				
Teaching Costs/Costau Addysgu	1,660,257		1,735,872	
Special Needs Teachers/Athrawon Anghenion Arbenrig	0		0	
Teachers for statemented pupils/Athrawon ar gyfer disgyblion sy'n eistun datganiad	0		0	
Short Term Supply/Llanw Bwr Dymor	0		625	
Long Term Supply/Llanw Hir Dymor	50,793		113,391	
Special Needs Support Staff/Staff Cymorth Anghenion Arbenrig	106,337		100,191	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyr	345,057		326,901	
Foreign Language Assistants/Cynorthwyr Ieithoedd Tramor	0		0	
Technicians/Technegwyr	0		0	
Mid Day Supervisors/Gorychwylwyr Canol Dydd	44,852		56,511	
Library Staff / Attend Officer/Staff Llyfrgell / Swyddog Presenoldeb	0		0	
Administrative Staff/Staff Gweinyddol	66,477		66,943	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	0		0	
Training Costs/Costau hyfforddi	63,673		59,738	
Other Staff Costs/Costau staff eraill	392,388		359,851	
Performance Management/Rheoli Perfformiad	0		0	
<b>Total Staffing Costs/Cyfanswm Costau Staff</b>		<b>2,733,834</b>		<b>2,820,023</b>
<b>Premises Related Costs/Costau Eiddo</b>				
Carpeting Staff/Staff Gofalwyr	50,841		46,395	
Domestic Staff/Staff Domestig	29,865		23,451	
Grounds Staff/Staff y Tir	3,000		1,394	
Cleaning Costs/Costau Glanhau	99,090		95,003	
Energy Costs/Costau Ynni	81,238		75,755	
Rates/Cyfraddau	66,316		66,316	
Repairs and Maintenance/Agyweiriau a Chynhaliath	43,988		29,642	
Water/Dŵr	15,909		15,533	
<b>Total Premises Related Costs/Cyfanswm Costau Eiddo</b>		<b>390,247</b>		<b>353,490</b>
<b>Transport Costs/Costau Cludiant</b>				
Pupil Transport Costs/Costau Cludiant Disgyblion	0		0	
Staff Transport Costs/Costau Cludiant Staff	0		256	
Vehicle Costs/Costau Cerbydau	0		0	
<b>Total Transport Costs/Cyfanswm Costau Cludiant</b>		<b>0</b>		<b>256</b>
<b>Supplies and Services/Cyflenwadau a Gwasanaethau</b>				
Teaching Materials/Adnoddau Addysgu	108,587		51,271	
Equipment, Furniture, Materials & music tuition/Offe'r, Dodrefn, Deunyddiau a hyfforddiant cerddoriaeth	14,179		5,996	
Library Books & Materials/Lyfrau a Deunyddiau Llyfrgell	0		0	
Catering Costs/Costau Arlwyd	7,100		7,750	
Unallocated / Savings to be found/Arian heb ei ddsosbarthu / Cynllor	1		0	
Communications Equipment and Services/Offe'r a Gwasanaethau Cylathrebu	2,400		3,896	
Consultants Fees/Ffioedd Ymgynghorwyr	0		0	
Examinations Fees/Ffioedd Arholiadau	0		0	
Games & School Activities/Gemau a Gweithgareddau Ysgol	11,000		11,744	
Clerk to Governing Body/Clerc y Corff Llywodraethu	996		2,162	
Other office costs/Costau swyddfa eraill	5,515		8,135	
Printing & Stationery/Argaffu a Deunydd Ysgrifennu	0		8	
Pupil Exclusions/Gwaharddiadau Disgyblion	0		0	
Subsistence and expenses/Cynhaliath a threfnillau	0		0	
<b>Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau</b>		<b>149,778</b>		<b>90,961</b>
<b>Central Services/Gwasanaethau Canolog</b>				
School Meals/Pwydau Ysgol	0		0	
Service Level Agreements/Trefniadau Lefel Gwasanaeth	19,545		19,071	
<b>Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog</b>		<b>19,545</b>		<b>19,071</b>

