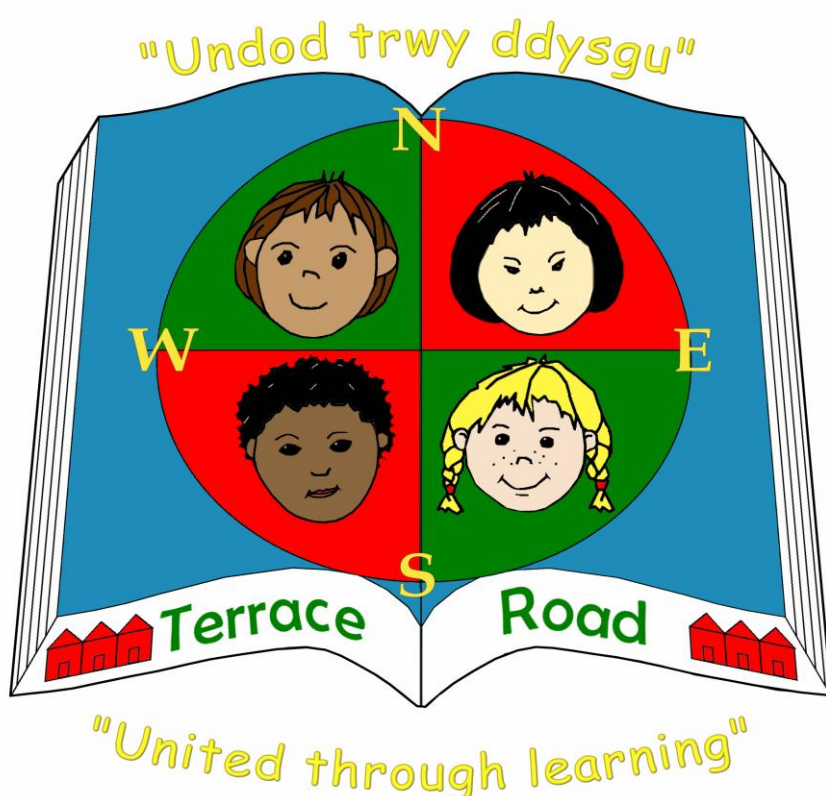


Terrace Road Primary School

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Annual Report from Governors to Parents

Academic Year 2023-2024

City & County of Swansea
Dinas a Sir Abertawe

**Annual Report of Terrace Road School
Governing Body 2018-2019**

Members of the Governing Body

Name	Category	Appointed by	Term of office ends
Ms. A. Royal	Community	School	12/07/2026
Mrs. W. Marston-Phipps	Parent	School	23/01/2026
Ms. J. Walter	LA	LA	26/06/2020
Mrs K Harper	Community	School	08/12/2028
Mrs Ibiwoje Folake	LA	LA	29/03/2026
Ms. J. Stephens	Community	School	17/07/2026
Cllr Fiona Gordon	LA	LA	22/11/2026
Miss Hannah George	Teacher	School	20/03/2028
Mrs Kristen Renouf	Community	School	13/11/2027
Miss Jenna Gough	Parent	School	13/11/2027
Miss Natasha Webster	Parent	School	13/11/2027
Mrs Beth James	Teacher	School	1/12/2029
Ms Agnes Kloda	Staff	School	1/12/2029
Miss Lucy Storton	Staff	School	1/12/2029
Mrs. A. Evans	Headteacher		when no longer in post
Mrs Charlotte Arnold	Clerk to Governors	School	

Chair: Mrs Alison Royal
c/o Terrace Road School, Terrace Road, Swansea SA1 6JD

Clerk: Miss. Charlotte Arnold
c/o Terrace Road School, Terrace Road, Swansea SA1 6JD

Any parent wishing an individual copy of this report may obtain one on request from the School.

Letter from the Chair of the Governing Body

Dear parents/carers,

Thank you very much for taking the time to read our report for 2024-2025.

As a Governing Body we very much value all your support and commitment to Terrace Road and the positive happy community that is this school, because without you this school would not be the wonderful place it is.

As the Chair of Governors of this wonderful school I would like to say a special thank you to the hard-working caring staff who are constantly striving to make Terrace Road Primary School a happy place with learning at the heart of the ethos.

Thank you for your support which is very much appreciated.

Yours sincerely

Alison Royal

Chair of Governors

Our mission statement and aims.

At Terrace Road we provide an inclusive, diverse environment where all are welcome and together can succeed and be the best that they can be.

Our aim is for learners to be happy, confident, and ambitious, ready to achieve as members of society in Wales and the world.

Our aims.

- **To provide authentic, real-life learning experiences to gain the knowledge and understanding that is meaningful to our school community.**
- **To develop skills that will prepare our children to become confident life-long learners ready to contribute to an ever-changing society.**
- **To have high expectations for all learners.**
- **Our school values and Restorative Practice approach will support children's responsible decision making throughout their lives.**
- **To provide curriculum opportunities that are equitable, and promote creativity, curiosity, and independence.**
- **To ensure the beliefs, ethnicity, cultural background and religion of our children and families are valued and as a community, rights are understood and respected**

TERRACE ROAD PRIMARY SCHOOL GOVERNING BODY

Dates Of Meetings During Academic Year 2024-2025

Date	Type of Meeting
17.10.24	Pay Review Committee
14.1.25	Curriculum
17.12.24	Health and Safety/Premises
23.10.24	Finance
5.12.24	AGM
13.3.25	Curriculum
6.3.25	Health and Safety/Premises
6.3.25	Finance
3.4.25	Full Governing Body meeting
15.5.25	Finance meeting Setting the budget for 2025-2026
5.6.25	Curriculum
5.6.25	Health and safety/Premises
3.7.25	Full Governing Body meeting

Site meetings with representatives of the City & County of Swansea have also taken place during the year. Governors have attended various training sessions. At each termly meeting the Headteacher's Report and all external reports have been considered.

Attendance data

2023/2024 (2024/2025) is unavailable at the moment

Year group	Number of half day sessions				Percentage of half day sessions		
	Attended	Authorised	Unauthorised	Possible	Attended	Authorised	Unauthorised
1	13,899	1,257	366	15,522	89.54%	8.10%	2.36%
2	11,851	920	497	13,268	89.32%	6.93%	3.75%
3	13,841	1,121	520	15,482	89.40%	7.24%	3.36%
4	12,477	674	439	13,590	91.81%	4.96%	3.23%
5	15,422	1,070	568	17,060	90.40%	6.27%	3.33%
6	15,989	975	469	17,433	91.72%	5.59%	2.69%
7	0	0	0	0	-	-	-
8	0	0	0	0	-	-	-
9	0	0	0	0	-	-	-
10	0	0	0	0	-	-	-
11	0	0	0	0	-	-	-
Totals	83,479	6,017	2,859	92,355	90.39%	6.52%	3.10%

Staffing and Personnel 2024/2025

Headteacher –	Mrs. Alison Evans
Deputy Headteacher –	Mrs. Beth James
Classteachers	Miss R Goss Mrs. G Idris Mrs S Roberts Mrs G Harris-Evans Mrs J Darbyshire Miss L Parton Mrs L Stanhope Mrs F Taylor Miss N Tucker Miss R Hurley Mrs R Hughes Mr M Sussex Mrs G Bezodis Mrs S Williams Miss H George
Teaching assistants	Mrs R Roberts Mrs R Wilson Mrs R Goss Miss Kemezi Mrs K Gay Mrs D Knox Mrs R Khatun Mrs L Richards Mrs R Jones Mrs A Beck Mrs T Heard Miss R Hendry Mrs S Godsall Miss N Davey Miss L Storton Miss C Bonneywell Mrs Q Pan Miss A Kloda Miss E Jones Miss A Milard
Other staff	Mrs C Arnold Mts J Dowle Miss L Hammond
Caretaker	Mr P Dowle
Cleaning and Catering team	Mrs J Corey Mrs M Begley Mrs J Clarke Miss E Vanstone Mrs D Knox Miss J Knox Miss C Knox

SCHOOL: Terrace Road Primary

STATEMENT OF ACTUAL EXPENDITURE 2022/23 FINANCIAL YEAR

	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	795,638	15,795	811,433
Salaries	551,869	43,537	595,406
Other Employee Costs	-796	8	-788
Premises	14,650	0	14,650
Transport	296	0	296
Supplies & Services	322,049	0	322,049
Recharges	-880	0	-880
Gross Expenditure	1,682,826	59,340	1,742,167
Grant Income	-347,700	0	-347,700
Other Income	-56,565	65	-56,500
Gross Income	-404,265	65	-404,200
Net Expenditure	1,278,561	59,405	1,337,966

RESERVES:	£
FINAL FORMULA ALLOCATION:	1,180,783
TOTAL NET EXPENDITURE:	1,278,561
TRANSFER TO / (FROM) RESERVES:	-97,778
OPENING BALANCE ON RESERVES 01/04/22	277,041
CLOSING BALANCE ON RESERVES: 31/03/23	179,263

Additional Learning Needs

We continue to provide a high standard of support for our pupils with Additional Learning Needs (ALN). The new ALN system started on 1 September 2021, and 1 January 2022, for children up to and including Year 10 who were newly identified as having ALN after those dates.

All children who have been identified as having ALN have an Individual Development Plan (IDP) which outlines their provision and targets and these are discussed and agreed with parents, classteachers, Specialist teachers and the ALNCo during Person Centred Meetings and IDP reviews.

How does the ALN system work?

- When a member of the teaching staff or parent has concern related to the academic progress, emotional development or medical condition of a pupil, they bring their concerns to the attention of the Additional Learning Needs Co-ordinator (ALNCO). The teacher, ALNCO and parent will decide on a course of action following discussion and observation. It may be that the pupil's learning needs can be met as part of normal classroom provision or they may need more specialist support and intervention. If this is the case, they may be provided with an Individual Development Plan.
- The school works with a range of outside agencies to support pupils with ALN, for example the Speech, Language and Communication Team, Behaviour Support Team, Educational Psychologists, Occupational Therapists and specialist teachers for Hearing Impaired pupils.
- The school also receives additional funds to help support individual focus groups of pupils through the Pupil Deprivation Grant (PDG) and Educational Improvement Grant (EIG).

Who is Responsible for Overseeing ALN Support Within Our School?

Miss H George is the ALNCO (Additional Learning Needs Co-Coordinator). Support is provided by Teachers and Teaching Assistants, under the guidance of class teachers. Miss George is always happy to discuss your child's progress in relation to Additional Learning Needs, should you wish to do so.

Who is the Governor with Responsibility for Special Needs?

Terrace Road Primary School's governor with responsibility for ALN is Ms J Stephens.

Arrangements for the teaching of Welsh

Terrace Road Primary School is an English medium school and all correspondence is provided in English only. Welsh is taught as a second language from Nursery age.

We are proud of our Welsh heritage. We aim to use the Welsh language in such a way as to ensure that children see, hear and use it as a natural part of school life. Welsh is given a prominent role in many school activities. Children also have an opportunity to learn about their Welsh culture and heritage, as well as the language of Wales, through activities such as St. David's Day celebrations and Shw'mae Day

Our teaching of Welsh is supported by the Local Authority peripatetic Welsh teacher (Athrawon Bro), who visits the school regularly to work alongside teachers and pupils in promoting the Welsh Language.

All staff undertake relevant training to improve their competency in teaching and learning Welsh.

Sporting Achievements

The school offers Physical Education each week as part of the curriculum. Teams in different sports compete in various competitions over the year. There are also numerous after school sports clubs which are arranged and run by staff – for example Running, Dance, Football, Keep fit.

We partake in a range of competitive sporting events against other local schools such as swimming, athletics, netball and football. We are an inclusive school and believe in everybody taking part and achieving to the best of their ability.

We have the annual Primary Partners project, which culminates in a performance in the Grand Theatre. Sporting teams are inclusive to all – regardless of gender, ability and age. Y5 and Y6 undertake swimming sessions throughout the year.

Older pupils can attend residential courses at Rhosilli, Borfa or Llanmadoc Outdoor Education Centre.

Before and After School Arrangements

The school offers a free breakfast service to all pupils. This service starts at 8.10 a.m. Our breakfast/ lunchtime supervisory assistants and canteen staff must be commended for the way they have been part of the team at Terrace Road by working together. Their work is very much appreciated and doesn't go unnoticed.

Teachers provide a range of after school clubs and activities for pupils – e.g. Art, Science Keep Fit, Running, Football, Homework

Pupil Voice and Active Citizenship

At Terrace Road Primary School, we believe every learner should grow as a confident, informed, and active citizen, able to make a positive difference in their school, community, and the wider world.

We work with a range of charities and initiatives that encourage reflection and action, including Childline, Children in Need, Hello Yellow, Show Racism the Red Card, Peace Mala, Schools of Sanctuary, and Eat Them to Defeat Them. Learners and families are encouraged to consider local, national, and global issues, developing empathy and respect.

We mark and celebrate a wide variety of cultural and community events, such as Eid, Diwali, Chinese New Year, Pancake Day, Black History Month, Santes Dwynwen, and Mental Health awareness activities. These experiences provide authentic, memorable learning while promoting inclusion and identity.

We are proud to have six Pupil Voice groups – Heads Up Group, School Council, Healthy Schools Team, Criw Cymraeg, Prefects, and Eco Leaders – alongside pupil roles such as Helpwr Heddiw, Class Monitors, Class Experts, Playground Leaders, and Heads Up Ambassadors. Learners take these responsibilities seriously and show commitment to the good of our school.

Our rich range of partnerships strengthen this work:

- Community & Culture – Ospreys Community, Swansea Sports Council, Menter Iaith, Urdd (Nia), Rotary Club, SCVS, Matt's Café, Mosque visits, Nursing Home sing-alongs, Funky Pump, and local events.

- Sustainability & Global Citizenship – Swansea University (Roger – Sustainability), Size of Wales (Nigel), Swansea Fisheries, SeagrassWales, British Marine Society, Curb Craft, Plastic and the Beach projects.
- Creative Arts, Literacy & Well-being – Fresh Creatives, Inta-Film, Swansea Music, UDID Dance, Dave Brayley (Literacy), Boomwhacker, Yoga Club, Thai Dancing, Mindfulness (Carol Shephard), Emotional Literacy, Gardening, Soup & Smoothie making, and Shakers & Movers.
- STEM & Wider Learning – STEM Ambassadors, Techniquist, British Science Week, National Botanic Gardens, Animations, and Science Investigations.

We also offer a wide variety of extra-curricular activities that promote skills, well-being, and friendships, such as:

Clubs – Coding, Construction, Gardening, Choir, Netball, Running, Science, Maths, Welsh, Board Games.

Visits and Experiences – Plantasia, Oystermouth Castle, Liberty Stadium, Cwmdonkin Park, Cinema, Grand Theatre, Litter Walks, Daily Mile, Sports Day.

Community Projects – Healthy Eating booklets, Dewi/Riley bags home, 5 to Thrive.

These opportunities allow our pupils to develop leadership, creativity, empathy, and independence. They nurture well-being as learners focus on the needs of others, strengthen community links, and grow into ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals.

Healthy Eating and Drinking

Terrace Road Primary School is committed to the aims of the Healthy Schools Network and to promoting the health and well-being of all in its school community. As part of the school's curriculum, pupils have the opportunity to develop a good understanding of healthy eating and drinking and are encouraged to eat a range of healthy foods.

The school also promotes healthy eating and drinking through the following activities: -

- Fruit Snacks
- Milk Provision
- Promoting Healthy Lunch Boxes
- Encouraging pupils to drink water
- Breakfast Club
- Running workshops with parents to promote healthy cooking

Strengthening Links with the Community

It is a regular focus of our school that we maintain and extend our links with the community.

Close links are maintained with Dylan Thomas Comprehensive School through pupil visits, Headteacher meetings, curriculum leader meetings, and sporting activities. The police liaison service and PCSOs also carry out a range of personal and social workshops with pupils, supporting their safety, well-being, and citizenship.

We have also enjoyed expanding our parent workshop offer over the last year and thank you for your continued support in attending these, which have included sessions on Numeracy, Reading, and the Curriculum for Wales.

Alongside this, we have strengthened community partnerships through a wide range of projects and events. These include work with Ospreys Community, Swansea Sports

Council, Menter Iaith, Swansea University, Size of Wales, Peace Mala, Rotary Club, SCVS, and local nursing homes, as well as visits to places of local importance such as Oystermouth Castle, the Liberty Stadium, Plantasia, Cwmdonkin Park, and Swansea Grand Theatre.

We regularly celebrate cultural and national events such as Eid, Diwali, Chinese New Year, Pancake Day, Black History Month, and Santes Dwywnwen, alongside campaigns such as Show Racism the Red Card, Hello Yellow, Children in Need, Eat Them to Defeat Them, and Schools of Sanctuary initiatives.

Learners also benefit from projects linked to STEM Ambassadors, Techniquest, Swansea Music, Inta-Film, Fresh Creatives, British Science Week, and the British Marine Society, which bring expertise and enrichment into the classroom. These experiences build meaningful links with local, national, and global organisations, widening horizons for our pupils.

Through these connections, we not only strengthen community spirit but also ensure that our learners are able to engage with real-life issues and opportunities, growing as ambitious, capable learners, ethical, informed citizens, healthy, confident individuals, and enterprising, creative contributors.

Secondary School Transfers

Our links with our partner secondary school, Dylan Thomas Community School have continued to be strong over the course of the year.

Dylan Thomas organise a 'transition period' in which our Year 6 children will spend 3 days at the school familiarising themselves with the layout of the campus, the teachers, and procedures and routines in regards to lunchtimes etc.

We also meet with Bishop Gore and Pentrehafod teachers to discuss the pupils who have decided to go there.

Moral and Social Development

We have a Health and Well-being, RVE and RSE scheme which helps guide and support the moral and social development of our pupils. Our school ethos and school policies such as Positive Relationship, and our Areas of Learning and Experience skills maps along with our strategic equality plan support this area

Term dates 2024-2025

Holiday dates and bank holidays

Term	Term begins	Term ends	Mid-term holiday		Term begins	Term ends	Total days
			Begins	Ends			
Autumn 2024	Monday 2 September	Friday 25 October	Monday 28 October	Friday 1 November	Monday 4 November	Friday 20 December	
	40				35		75
Spring 2025	Monday 6 January	Friday 21 February	Monday 24 February	Friday 28 March	Monday 3 March	Friday 11 April	
	35				30		65
Summer 2025	Monday 28 April	Friday 23 May	Monday 26 May	Friday 30 May	Monday 2 June	Monday 21 July	
	19				36		55
Total:							195

INSET Days

2.9.24
 25.10.24
 6.1.25
 19.3.25
 11.6.25
 21.7.25

Bank holidays

19.4.25 – Good Friday
 21.4.25 -Easter Monday
 5.5.25 May day
 26.5.25 Spring Bank holiday

Session times

	am	pm
Nursery am	8.50	11.20
Nursery pm	1.00	3.20
Sea phase	8.50	3.20
Land phase	8.50	3.20
Sky Phase	8.50	3.20

An Accessibility Plan and Disability Equality Plan

The school's Strategic Equality Plan - SEP - is reviewed every three years. It identifies access needs in order that the school may continue to be inclusive to all. This has been used to inform the LA of school priorities in this area. All visitors are asked to inform the office if they have specific needs and we endeavour to meet requests. A copy of the SEP is available upon request.

Progress made on our School Development Plan (SDP) 2023-2024

Priority target	Progress Summer Term 2024
Priority 1 Develop a Shared Understanding of Progression:	<ul style="list-style-type: none"> Many learners in the Land Phase show effective self-regulation and perseverance. Many demonstrate collaborative learning and problem-solving skills, with very few needing improvement in reflective practices. Nearly all are effective in collaborative group work, though a minority would benefit from more structured activities. In the Sky Phase, many learners show effective self-regulation and problem-solving skills. A majority demonstrate collaborative skills and confidence in asking questions. A minority need support with time management, asking for help, and overcoming challenges. Many feel pride in their work and understand their learning processes, though a minority often feel stuck. A majority find their learning authentic, but many are uncertain about how its applied to their learning. Many have clear learning targets, but around half need more clarity. Few learners work regularly towards group targets, suggesting a need for more structured collaborative activities. <p>Understand and Apply the Impact of Knowledge, Skills, and Experiences:</p> <ul style="list-style-type: none"> All phases effectively use engaging hooks and authentic learning experiences. Sea Phase: face challenges integrating maths and DCF. Land Phase: excel in hands-on learning and linking to prior knowledge, needs to increase ALN/EAL involvement and practical outdoor learning. Sky Phase: benefit from topic launches and enrichment activities, but need better integration of the 4 purposes and development of character profiles. <p>Develop Systems to Monitor Learner Progress:</p> <ul style="list-style-type: none"> All teachers have created pupil progress profiles and engaged in regular professional dialogue meetings. All phases attended termly pupil progress meetings ensuring continuous monitoring and support for children's development. The initiative of professional dialogue meetings and progress portfolios on seesaw has been extended across the school, with all classes profiling a cohort of learners. <p>Develop Coherent Progression for Learner Effectiveness:</p> <ul style="list-style-type: none"> Practices are aligned with the vision for progression across all phases.

	<ul style="list-style-type: none"> ○ Engagement with the Principles of Progression has helped define progress and identify barriers. ○ Good practices have been shared through professional dialogues and evaluation of progression within phases. <p>Next Steps for September:</p> <ul style="list-style-type: none"> • Focus on developing coherent progression for learner effectiveness. • Align practices with the vision for purposeful learning. • Engage with the Principles of Progression to define progress, assess learning attitudes, and identify barriers. • Share good practices through scheduled activities like book looks, pupil voice sessions, and learning walks to ensure effective strategies are implemented across the school.
<p>Priority 2 To further develop the quality of questioning skills by the staff and learners to further develop thinking skills.</p>	<p>Carried out a learning walk looking at the type of questions being used by the teachers across the school</p> <p>Whole school % Closed questions 67% Open questions 33%</p> <p>Phase %</p> <p>Sea Phase Closed 73% Open 27%</p> <p>Land Phase Closed 72% Open 28%</p> <p>Sky Phase Closed 57% Open 43%</p> <ul style="list-style-type: none"> • In all classes the teacher directed the questions effectively so all learners had an opportunity to respond. • Most of the teachers directed the questions at the whole group or class and in nearly all classes the learners put their hand up if they wanted to respond. In one class a randomiser was used. • When working with the whole class nearly all the learners responded to the question by putting up their hand, and in most cases the teacher then directed the question at someone with their hand up. In some cases the teacher directed the questions at individual learners without hands up, however this was seen more when the teacher was working with groups. • In every class the learners were given thinking time and time to respond. In no class were the learners hurried to respond or there was pressure put upon them to answer quickly. <p>Questioning presentations to teachers in Adds and TA on INSET day 19.6.24</p> <p>Sky Phase</p> <ul style="list-style-type: none"> • In all Sky phase classes the use of questioning in guided reading sessions – these questions are linked to Bloom’s taxonomy. • In all Sky phase classes the TASC wheel is being used in Science and reasoning sessions, in Science this is linked with the investigation planning boards. • Weekly questioning focus is now planned explicitly for in Sky phase. • All Sky phase staff are more aware of incorporating more open questions by planning for them – this is evident in guided reading and maths sessions. • Most learners in Sky phase are engaging more fully with direct questioning and a few learners who previously were reluctant to respond are more confident with their responses and therefore are more purposefully engaged in their learning.

	<p>More learners are developing their questioning skills through the increase in the quality of questioning asked by the teachers, this is something that will be further developed in the next academic year, and the focus will be on the quality of questions asked by the learners and the depth of their responses.</p> <p>Land Phase</p> <ul style="list-style-type: none"> • Bloom's Taxonomy hierarchy of questions is being specifically planned for in the weekly planning. All teachers have improved their understanding of effective questioning with a focus on asking open questions to develop deeper thinking and enhance problem solving skills. • By using the TASC wheel alongside Bloom's taxonomy questions has ensured the teachers are asking more open ended questions which in turn has enhanced learner engagement. Most learners are now more fully engaged in activities, in particular those which require problem solving. • All teachers are using more purposeful questions in their lessons which is having a positive impact on fostering curiosity with the learners. • All teachers in land phase are using more skilful questioning to deepen their assessment understanding which then informs next steps when planning for teaching and learning. <p>Sea Phase</p> <ul style="list-style-type: none"> • Further development of the Cath Delve Early Years questioning to be used in the continuous and enhanced provision, based on in phase assessment of how effective this has been. • Develop deconstructed role play through explicitly planning effective open ended questioning, which will enhance problem solving and child initiated play. • Teachers are planning more effectively for questioning in the 'curiosity corner' in Reception class. • Teachers planning shows more focus on explicitly planning questions to enhance curiosity and problem solving skills
<p>Priority 3</p> <p>Further develop learners' writing skills with a focus on the Sharp Writers' process</p> <p>:</p>	<p>Monitoring by SLT in autumn term before the Adds professional learning sessions with Stephanie Vaughan</p> <p><i>SLT carried out a compliance book look focusing on the Sharp Writers process before the Stephanie Vaughan Adds sessions. 11.1.24 (see record and feedback report</i></p> <p><i>Main findings from Sharp Writers monitoring:</i></p> <ul style="list-style-type: none"> • <i>Most books showed SW is effectively developing learners' writing skills.</i> • <i>In most books the Steps to Success text criteria is having a positive impact on the quality of the final write. This was particularly evident in Land phase books where the Steps to Success process was having a significant effect on the quality of the writing and the progress of the writing skills.</i> • <i>In most books the presentation and handwriting was good, however all the books submitted for the monitoring belonged to girls. (we will specifically ask for some boys' books when we monitor again after the Stephanie Vaughan training.</i> • <i>There was evidence of some good quality peer and self-assessment in around many of the books, however in around half of the books the comments were not reflective enough and did not reference the SC and did little to move the learning on.</i> <p><i>Training for teaching staff by Stephanie Vaughan carried out in Adds 17/01/2024 and 7/02/2024</i></p> <p>Monitoring feedback – carried out by the literacy team 5.6.24</p> <p>Sea phase</p> <ul style="list-style-type: none"> • All children said they enjoyed writing. • A minority of children were able to talk about where/when they practise writing throughout the day, although they were not very confident at explaining this.

	<p>Land Phase</p> <ul style="list-style-type: none"> • All children said they enjoyed writing and spoke positively about their work. • All children were able to choose a favourite piece of writing. • There was very clear evidence of the Sharp Writer's process being used in all books, with a good range of activities that led to the final piece of writing. E.g. senses grid with children's ideas scribed by teacher, folding fact files, story maps, lists... • Many children were able to explain clearly how they had used the planning process to support their final piece of work. "Akeel (Y2) - We wrote facts and sentence starters. In Squirrel's last year we did the same but about something else. We also did some reasons about why to come to Swansea and some questions like what do you want to see?" • Many children were able to identify resources they used to support their writing. • Most children were able to say how they had used the Steps to Success to support their writing <p>Sky Phase</p> <ul style="list-style-type: none"> • All children were able to identify a piece of writing they are proud of and give multiple reasons why. E.g. Tolu (Y4) explained that sometimes poetry is tricky and she was proud of herself for overcoming the challenge. • All children were able to describe the Sharp Writers Process and explain every step correctly. E.g. Fatimah showed an incorrect spelling which she had corrected with a purple pen and said this was part of the revise process. Adam (Y6) said we improve our work in purple pen and explained how we would make our work better. • All children were able to show where the build-up was in their book and explain how this led to the final piece of work. E.g. Jacob (Y5) showed an example of how he had developed vocabulary, characters and setting ideas in his build up to a space story. • All pupils were all very confident at explaining ways of improving their writing including correcting spellings, including more information, improved vocabulary choices and checking against the steps to success and asking a friend for advice.
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We are in a time of significant change in primary education. Planning and assessment for the new curriculum along with the Additional Learning Needs Act are at the heart of this change. Parents are informed of their child's progress via Parent consultations and via a written report in the Summer term.

Teaching and Learning

Terrace Road Primary School is a good and caring school. Our ethos is positive and we have been repeatedly complimented by a range of visiting professionals, families and members of the wider community on our warm and welcoming atmosphere and the open and caring culture that is evident throughout the school.

We believe that the quality of relationships lies at the heart of our success.

Relationships between staff and pupils, staff and parents, staff and governors and between staff and their colleagues are based on mutual trust and respect and underpin our development. We work hard to ensure staff are happy, enthusiastic, cooperative, dedicated, hardworking and organised with a shared philosophy. We celebrate the fact that our children are also happy and hardworking and that they all have the opportunity to experience success and to feel that they have a real contribution to make to the life and working of our school. Principles of the Curriculum for Wales are embedded within the

school's planning and great focus is placed upon giving the pupils experiences to develop in line with the four purposes of the new curriculum.

Assessment

Terrace Road Primary School is developing its own robust tracking system that enables the school to produce individual pupil profiles covering a range of assessment scores and data on each pupil. We plot individual pupil progress as well as cohort progress (which we use to review teaching and learning) and set future targets for improvement..

Teacher Assessment results continue to show improvement and this reflects the high quality teaching in the school. The school carries out termly pupil progress meetings, with teachers and members of the Senior Leadership Team, all staff involved with the progress of a pupil's learning will contribute to the information discussed in the meetings.

The Headteacher and senior management team is responsible for standards, scrutinising planning and evaluation of practices.

Subject leaders also monitor standards and teaching and learning in their subject. School Policies

We regularly review and update our school policies. Reviews are undertaken on a rolling programme, led by relevant subject leaders. Review of policies ensures the inclusion of new developments, resources and methodologies particularly with the Government drive on safeguarding and raising standards in literacy and numeracy.

Copies of school policies can be obtained from the school office and many are available on our school website. Health & Safety & Safeguarding Safeguarding is of paramount importance to the staff and governors of Terrace Road Primary School. All staff and governors are required to take child protection training every three years.

Mrs A Evans is the Designated Safeguarding Person (DSP) for the school and Mrs B James, Miss H George and Miss K Pountain are the Deputy DSPs

Mrs A Royal is the designated Child Protection Governor for the School.

Whilst encouraging independence and decision making, the school strives to provide the pupils with a safe environment in which to nurture their skills. Changes to the school over the last three years in terms of health and safety have included:-

- Improvements to the buildings
- Purpose built sensory room and enhanced ALN facility.

Toilet facilities

Terrace Road Primary provides good quality toilet facilities throughout the school. The school recognises that well-maintained toilet facilities where learners feel comfortable and safe and have open access to throughout the school day, are essential for health, well-being, and learning. Toilets and washroom facilities are open and available to learners throughout the school day. They are suitable for the range of anticipated users, including learners with disabilities and special needs, with adequate lighting, sanitary disposal, fixtures and fittings

Action taken to review policies

The school has a cycle for reviewing all its policies. The policies are reviewed and where necessary amended and update every three years.

A selection of curriculum policies are available on our website whilst all other policies are available in school.

Equal Opportunities

At Terrace Road Primary School we continuously try to ensure that everyone is treated fairly. Everyone in Terrace Road is valued. We pride ourselves on being an inclusive school and every child in the school is provided with equal opportunities to develop their potential and talents and be able to experience all our school has to offer. Curricular and extra- curricular activities are planned so that no discrimination will take place on the grounds of gender, race, colour, ability or religion. The school gives full consideration to the requirements of all children. All children are given equal access to the school, facilities, resources and curriculum. Where our children have special needs as a school we make arrangements to inform parents of these needs and their implications and how the school will provide learning support to meet the requirements of each child.

Children with disabilities must be able to take a full and active part in every lesson and as a school we must take every measure to ensure this.

We have comprehensive policies which are available in the school office if you require a copy. These include:

Strategic Equality Plan
Equal Opportunities Policy
Disability Equality Scheme and Accessibility Plan,
Race Equality Policy,
Special Educational Needs Policy,
Positive Relationship Policy
Anti Bullying Policy

Dear Parents and Carers,

I'm extremely proud of all the hard work that goes into making Terrace Road Primary school the happy and vibrant place that it is. I would like to extend a huge thank you to the staff, parents, governors and community but most importantly the children for contributing fully to the school and for helping us to continually strive to improve to give the children the very best possible education we can. We are proud to be rooted in the heart of the community in Mount Pleasant

As a school, we aim to be inclusive and value the contribution of every member of our community, recognising the part we all play in helping to build a better world for everyone. We look forward to continuing to build on the successes of 2023/4. Our new school development priorities are:

- Further develop questioning skills of staff and pupils
- Further develop the schools share understanding of progression
- Enhance the learning environments by focusing on pupil independence and collaboration in an enabling environment.
- Further develop writing and reading skills.

As always, thank you for your continued support, it is very much appreciated

Mrs Evans
Headteacher

