



# School Improvement Plan Summary

## 2024-2025

Townhill Community School

**“Putting Children First”**

### Things we celebrate (2023-24)

TCS is **highly inclusive**, with a warm and welcoming ethos. Well-being is a priority for everyone and is a strength of our school. We adopt a holistic approach to meeting the needs of individual pupils and families.

We have robust strategies in place for **promoting pupils' attendance and punctuality** to school. Staff work collaboratively with parents and outside agencies to address persistent absenteeism. The consistent family and community engagement work and the **targeting of specific families** has **impacted positively on attendance statistics**.

TCS pupils take an active part in the life of the school. Our **pupil voice** groups and projects are very inclusive engaging and challenging and they enhance the **rich and authentic curriculum** we offer. The strong emphasis on pupil voice has a significant impact on pupil engagement in lessons.

**Strong leadership at TCS** ensures **Self-evaluation and improvement processes** are embedded and highly effective. Leaders involve all staff and stakeholders in a thoughtful range of activities that focus clearly on the **impact of the school's actions** on standards, provision and well-being. Our school's self-evaluation processes **link seamlessly** with professional learning, school improvement and pupil outcomes.

TCS is proud to be a **purposeful and successful learning organisation** at the heart of the community we serve. Staff explore and apply research based approaches to their pedagogy and practice, and a **reflective and collaborative culture** of learning exists within and beyond our school.

### Summary of our self-evaluation (2023-24)

We have established a strong culture of being a **community school**. Staff create a warm and welcoming environment where pupils feel valued and safe. We know our families well and work sensitively with them to understand the challenges they face and provide appropriate support where needed. There is a **strong sense of belonging** for all within our school. We ensure the voices of the children are the primary driver in all we do to uphold our core value: **“Putting children first”**.

The school's **provision for learning** is good. During their time in the school, nearly all pupils, including those eligible for free school meals and those with additional learning needs (ALN), make **strong progress** and use their knowledge and skills in their work across the curriculum effectively. Teachers use **purposeful research** to improve their practice. They reflect on what works well for TCS pupils and skilfully plan exciting and engaging lessons alongside the pupils. Senior leaders work with teachers to **develop effective assessment strategies** and as a result, there is a shared understanding of what good learning and progress looks like across the school.

**Relationships between staff and pupils** are strong and beneficial. Staff create a warm, caring and supportive environment for pupils to learn. Nearly all pupils feel safe, secure and well supported in school. As a 'Thrive School', **well-being is at the heart of all our work**, which impacts significantly on the social and emotional needs of pupils. Pupils value the care and support they receive from staff highly.

The school makes **effective provision for pupils with ALN** and utilises partnerships with external agencies very well to ensure all pupils make good progress. Universal provision is effective, ensuring the needs of pupils with ALN are met within mainstream classes. The **school's STF is exceptional at ensuring pupils are included** in mainstream provision where opportunities arise to strengthen their sense of belonging.

Leaders set **high expectations** and ensure that staff and pupils alike reflect on their learning to set appropriate targets for personal improvement. The principles of Schools as Learning Organisations underpin the school's strategic vision and ensures that **all stakeholders** are continually involved in **self-evaluation, planning for improvement** and engaging in **bespoke, high quality professional development**. As a result, the school's provision is tailored and effective in meeting the needs of the community we serve.

### Things we need to work on (2024-25)

Enhance pupils' knowledge of the **importance of good physical and mental well-being** in addition to eating and drinking healthily.

Continue to strengthen our use of **data and assessment information** to support all pupils to make the progress of which they are capable in accordance with the principles of progression.

Ensure the school is more proactive in its approach to **engaging with and helping families** requiring additional support through a more **focussed and targeted approach**.

Continue to refine long term planning to ensure pupil progress is tracked effectively following bespoke **assessment processes** allowing us to capture a holistic picture of individual pupils as well as groups of learners over time.

Commit to **strengthening the basic skills** of every pupil through a 'back to basics' approach with phonics, grammar and vocabulary.

Strengthen **Universal Learning Provision** across the school to ensure adjustments are well planned and beneficial in meeting the diverse and bespoke needs of pupils **consistently** across the whole school.

**Develop leadership** across the whole school through our innovative Professional Learning Menu which utilises the skills and expertise of all staff.



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### This is what we achieved last year (2023-24)

Provision for **the care, support and guidance** of nearly all pupils is a strength of our school. Pupils with ALN have high quality interventions and make appropriate progress.

We **foster strong relationships with parents**, families and the wider community, and work closely with them to understand the socio-economic challenges they face. Parents are positive about the school's communication with them and how their views are valued as partners in their children's education and our strategy to **reduce the impact of poverty**.

We are so proud of our **learning environments**, which we have continued to develop to deliver our signature pedagogy, **‘The Townhill Way’**. They provide the platform for dynamic, high quality and innovative teaching to take place.

We are proud of **the rich and authentic curriculum** we offer our pupils. We provide opportunities for hands on **experiences that are engaging and challenging**, that develop determination, adaptability, confidence building, risk-taking and enterprise.

We have a **strong, supportive and challenging leadership team** providing strategic direction and implementation of the school's vision. Many staff are engaged in **effective self-evaluation**, which has improved provision. Nearly all staff have outstanding **professional learning opportunities** and the school has provided excellent leadership in collaborating with the cluster, giving support to other schools.

### This year we aim to (2024-25)

#### Vision and Leadership

- Develop the leadership potential of others
- Develop our school ethos, environment and provision to support learners to be physically active and healthy
- Continue to use our vision of being a ‘Community Focussed School’ to underpin a shared sense of purpose across all aspects of our work
- Strengthen assessment to support learning and teaching

#### Curriculum, Learning and Teaching

- Improve reading and Phonic standards of all learners
- Embed the school's grammar progression ladder to improve writing.
- Engage parents and carers in their children's learning in school and at home
- Teach explicit vocabulary sessions to improve reading and writing
- Work collaboratively with cluster Maths and Numeracy leads in developing a shared understanding of progression
- Strengthen and develop provision for numeracy across the curriculum
- Monitor and assess digital competency across the curriculum
- Promote internet safety strategies for pupils and parents
- The agreed pedagogy of the ‘Townhill Way’ to continue to be developed across the school
- Quality assure our medium-term planning to ensure there is appropriate coverage and clear progression

#### Wellbeing, Equity and Inclusion

- Ensure universal learning provision is delivered consistently through a targeted and more focused approach
- Improve ALN tracking and record keeping
- Continue to raise overall school attendance
- Strengthen the contribution pupils make to safeguarding processes and systems

### This is how we will achieve our aims and who will help us (2024-25)

Develop a **highly focused SDP** which we will review half termly to highlight progress and areas requiring further development.

Through **focused self-evaluation**, involving **multiple stakeholders** monitor our progress against the agreed outcomes of the strategic steps within the SDP.

Work with our **cluster of schools** to strengthen professional learning opportunities through our innovative ‘Professional Learning Menu’.

Use the support of the **Welsh in Education Officer** to achieve the Siarter Iaith.

Utilise the support of the **LA ALN Team, parents/ carers and external agencies** to strengthen our ULP offer as part of the ALN Reform.

Develop a strong relationship with our new **School Improvement Advisor** particularly to support our ongoing drive to raise standards and in our vision to develop leadership across the school.

Ensure the **Governing Body** play an active role in supporting and challenging us in meeting our objectives.

Make use of **pastoral support services** such as Early Help Hub, Health Visiting services, and social services to ensure the needs our families are met as part of our vision of being a community school and a hub of support.