



Annual Report to Families - 2024/2025

Kitchener Primary School

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Governing Body Information

Members of the Governing Body

The Governing Body manages the school based on local legislation and policies. The Headteacher provides reports on staffing, curriculum, and student matters. They are dedicated to ensuring every student achieves their best and continuously learn to equip students with skills for the twenty-first century. The achievements of all student groups are evaluated.

Meetings of the Governing Body

The Governing Body holds regular meetings where reports from sub-committees are received and considered. The Head Teacher provides updates on school progress. Governors also visit the school to engage with students when safe to do so.

Types of Governors

Parent Governors

A parent is elected by fellow parents to serve as a Parent Governor. When a vacancy arises, all parents are invited to nominate themselves or someone else. If multiple nominations are received, an election is held, allowing all parents to vote. If no nominations are received, Governors may appoint any person with school-aged children to the vacant position.

Local Authority

Governors nominated by the Local Authority.

Teacher Governor

A representative elected by the teaching staff.

Staff Governor

A representative elected by the non-teaching staff.

Community Governor

Co-opted or nominated by the elected members of the Governing Body as a representative of the Community.

Governors

Chair of Governors: Saira Bano	BanoS6@hwbcymru.net
Head Teacher: Reena Patel	PatelR6@hwbcymru.net Reena.Patel@cardiff.gov.uk
Clerk to Governors: Pam Cotter /Leah Jenkyns	pcotter/clerking@gmail.com leah.jenkyns@cardiff.gov.uk
Improvement Partner: Duncan Heryett	Duncan.Heryett@cscjes.org.uk
Director of Education for Cardiff: Melanie Godfrey	Melanie.Godfrey@cardiff.gov.uk

Types of Governors

Reena	Patel	Headteacher	Headteacher	End of term
Kanaya	Singh		Local Authority	29/06/2025
Gwilym	Owen	Vice Chair	Local Authority	25/02/2027
Vacant	Vacant	Vacant	Local Authority	
Abigail	Davies		Local Authority	28/11/2027
Adheesha	Liyanaguna wardana		Community	30/03/27
Barrie	Phillips		Community	06/06/2024
Sara	Adan		Community	25/05/2027
Saira	Bano	chair	Parent	20/12/2026
Nurul	Subhan		Parent	04/07/2027
Tasabeeh	Shosh		Parent	04/07/2027
Panna	Singh		Parent	01/07/2025
Sian	Dacey		Teacher	
Nathan	Hall		Observer	05/01/2024
Jennie	Bibey		Teacher	22/03/2026
Maureen	Crimlisk		Teacher	12/10/2024

Our Values, Vision & Aims

‘We all have a voice, and we are all valued’ is our vision statement, this is something we model in everything we say and do.

We have five core values (CECIL) are modelled everyday by all members of our school community. Our engaging curriculum is based on our School Values.

Community - We all learn happily together in collaboration, we build positive relationships with our families, friends, classmates, and staff. We value our Riverside community.

We are one, the Kitchener Family.

Equality - We believe we should all be treated fairly; we listen to each other and treat everyone the way we would like to be treated. Everyone in our school is encouraged to speak, have their say and share their opinions.

Care - We always go over and above to help each other, show compassion, affection, and kindness to others. We care about our ourselves, each other, and our school learning environment.

Identity - We learn about ourselves and each other, respecting all cultures, languages, and religions. We respect each other's differences and celebrate our uniqueness.

Learning - We all love learning. we know this will help us in the future. We want to be the best we can be. We show independence, motivation, and resilience in everything we put our mind to!

How will we AIM to achieve this?

We will make sure:

- Our children are able to have the best learning experiences and learn to love learning!
- We teach the skills to be compassionate, kind, caring, independent and resilient and ensure our children have a say in their learning and school life.
- Our children and staff are able to collaborate and connect with each other and form positive relationships.
- We have strong connections with our community, going over and above to meet the needs of all of our families.
- We clearly communicate with all members of our school.

Current Chair of Governor welcome: Saira Bano

Dear Parents,

It is with great pleasure that I welcome you to the Governors' Annual Report for the year 2024/2025. I sincerely apologize for the slight delay in presenting this report, which was due to recent changes within the Governing Body.

The purpose of this report is to share the progress and achievements of our school community with you. It reflects the hard work and dedication of our staff, pupils, and families. As Chair of the Governing Body, I am incredibly proud of the unwavering commitment to making our school a place where every child can thrive.

This year, under the chairmanship of Panna Singh, we underwent our Estyn Inspection. We were delighted to see the school's strengths highlighted in the Estyn report. Moving forward, our goal is to maintain these high standards while implementing robust measures to address areas for improvement.

The Governing Body works closely with the school's leadership team to ensure our curriculum is delivered through high-quality teaching and learning, enabling all our children to progress. We keep our core values—Care, Equality, Community, Identity, and Learning—at the heart of our curriculum planning and continuously strive to support our pupils' development.

I would like to extend my heartfelt appreciation to our dedicated staff, who work tirelessly to bring the school's vision to life, and to our parents, whose support is invaluable on this journey.

I hope you find this report insightful, and I look forward to your feedback. Please feel free to reach out with any questions.

Thank you.

Saira Bano
Chair of the Governing Body

Head Teacher Update Newsletter - Valuing all members of our school community.

Communication is very important to us.

Our parents have regular communication on Seesaw from Head Teacher, Mrs Patel, messages from class teachers on Seesaw and a termly newsletter from Mrs Patel to keep everyone informed of the school's successes.



KITCHENER PRIMARY

MAY 2024

HEADTEACHERS NEWSLETTER

A MESSAGE FROM THE PARENT TEACHER TEAM



The PTT (parent teacher team) spoke confidently in school and addressed the children during a 'sofa talk', highlighting the challenges stopping community unity and emphasising the need for honest, open, and progressive conversations among parents to build cohesion (**togetherness**) within the whole school community.

They spoke about racism and how religious communities sometimes don't get along, about what makes us different and highlighting all the things that make us the same! They were incredible, we all learnt so much. A parent sofa talk will follow soon...

CELEBRATING WELSH CULTURE

This year's **Eisteddfod celebrating** Welsh identity in modern Wales was a success, highlighted by Year 6s' bard poems, children confidently speaking Welsh, and engaging in Welsh folk dancing to all classes sharing one aspect of being Welsh on St David's day, what a special day it was! **Laura in 6JV won this year's Bardic poem competition**, all poems are displayed near the school office and infant hall, please do take a look when you're passing.



IFTAR CELEBRATION

Our school's Iftar brought together Muslim and non-Muslim families to break fast, share Ramadan blessings, and enjoy each other's company. With its bustling atmosphere, we've already planned to enhance next year's event by renting a large marquee. **A big thank you to Ruzina, our community coach for coordinating the whole event.**

Senior Leadership Team

Roles & Responsibilities

Reena Patel

Headteacher

Strategic Lead for Pedagogy,
Leadership and Management of the school
Strategic lead self improving school processes
Engaging the community.
Professional Learning

Nathan Hall

Deputy Headteacher

Strategic Lead for Teaching and Learning,
Health and Safety,
Safeguarding

Dave Cadogan

Assistant Headteacher

Whole school progress in
Learning, teaching and
wellbeing.
Safeguarding,
EAL, Equality and Equity
(PDG) Lead

Sian Dacey

Assistant Headteacher

ALNCO
Improving the quality of
Curriculum,
Safeguarding,

Kitchener Primary School:

‘We all have a voice, we are all valued’

Parents have told us they appreciate clear communication between school and families. This helps us work together to support children.

Parents have also joined and helped in many school events, like fayres, Iftar, and Diwali celebrations.

Our Parent Teacher Team works hard to make sure these events are fun and welcoming for everyone. We value every member of our school community.

What is KPS doing well in this area?
and what needs to be done to improve



Our Curriculum

At Kitchener, **every child's voice matters**. We make sure all children feel valued and included.

Our curriculum is built on our **core values**:

- 💙 **Care** – Looking after ourselves and others.
- ⚖️ **Equality** – Treating everyone fairly.
- 🏠 **Community** – Working together and respecting each other.
- 🆔 **Identity** – Being proud of who we are.
- 📖 **Learning** – Growing our knowledge and skills.

We focus on rich language, teamwork, and celebrating the diversity of our school community. This helps every child feel a strong sense of belonging.

Our goal is to help children become:

- 🌟 **Ambitious, capable learners** – Confident in their learning.
- 🎨 **Creative contributors** – Using their ideas to make a difference.
- 🌍 **Ethical, informed citizens** – Understanding the world and making good choices.
- 💪 **Healthy, confident individuals** – Taking care of their minds and bodies.

Our curriculum is always improving, as our staff work hard to provide the **best learning experiences** for every child. 😊

How We Teach Your Children: A New Way of Learning

Schools, no longer teach separate subjects like before. Instead, learning is organised into six big areas. These areas help children connect ideas, build skills, and understand the world around them.

What has changed?

Instead of subjects, we now have six Areas of Learning and Experience (AOLEs):

Maths is now a part of: Mathematics and Numeracy

Children still learn numbers, shapes, and problem-solving. But now, we also help them use maths in real life, like measuring in cooking, using money, and understanding patterns in nature.

English is now a part of: Languages, Literacy, and Communication

Children still learn to read, write, and speak clearly. But now, they also learn how to communicate their ideas in different ways, like through stories, drama, and even digital media.

Science and Technology

Children still learn about plants, animals, space, and materials. But now, they also learn how technology works, how to use computers safely, and how science helps solve real-world problems.

How We Teach Your Children: A New Way of Learning

History and Geography are now a part of: Humanities

Children still learn about the past and different places in the world. But now, they also think about people's experiences, how places change over time, and how we can look after the planet.

Art, Music, and Drama are a part of: Expressive Arts

Children still paint, sing, act, and make music. But now, they also explore their own creativity, express feelings, and learn about different cultures through the arts.

PE is now a part of: Health and Well-being

Children still play sports and stay active. But now, they also learn about mental health, feelings, relationships, and making healthy choices in life.

How We Teach Your Children: A New Way of Learning

How do we teach now?

We don't teach one subject at a time. Instead, we focus on big ideas (concepts) that help children understand how different things are connected. For example, the idea of 'Change' can be explored in Science (how seasons change), History (how people's lives change), and Maths (how numbers increase or decrease).

What skills do children learn across all areas?

No matter what they are learning, we help children develop:

- ✓ Thinking skills - asking questions, solving problems, and making decisions.
- ✓ Creativity - using imagination and trying new ideas.
- ✓ Communication skills - speaking, listening, and sharing ideas.
- ✓ Working with others - learning to be a good team member.
- ✓ Being independent - trying new things and taking responsibility for their learning.

This way, children don't just learn facts—they learn how to learn, so they can succeed in school and in life.

Our Curriculum Vision: Giving Every Child a Voice

At Kitchener, we want children to express themselves with confidence and **communicate clearly** in different situations.

Our goal is to help children become:

 **Confident communicators** – Speaking and sharing ideas effectively.

 **Multilingual learners** – Developing strong skills in English, Welsh, and their home language.

 **Creative contributors** – Using their voice to engage with the world around them.

 **Healthy, confident individuals** – Feeling secure in expressing thoughts and opinions.

How We Support Communication Skills

To help children develop their voice, we:

✓ **Create a language-rich environment** – Encouraging speaking and listening in all lessons.

✓ **Prioritise oracy (speaking skills)** – Teaching children how to communicate clearly.

✓ **Explicitly teach vocabulary** – Helping children understand and use new words.

✓ **Celebrate all languages spoken by our families** – Encouraging pride in multilingualism.

✓ **Follow best practice for English as an Additional Language (EAL) learners** – Supporting children to become fluent English speakers.


How This Looks in Our School

 **Bell Foundation EAL Assessment Framework** – Helping us track and support language development.

 **Oracy-focused learning projects** – Giving children real opportunities to practise speaking.

 **Pupil voice groups & child-led assemblies** – Allowing children to express their ideas.


 **Collaborative learning tools** – Encouraging teamwork and discussion.


 **Visual support for learning** – Using pictures, symbols, and displays to aid understanding.

By building strong communication skills, we help children develop the confidence and language they need to succeed in school and beyond. 😊

Our Curriculum Vision: Helping Every Child Feel Valued

At Kitchener, we want all children to feel **valued, respected, and included**. Our goal is to help them become:

 **Ethical, informed citizens** – Understanding their rights and responsibilities and treating others with respect.

 **Healthy, confident individuals** – Developing strong values, building positive relationships, and feeling secure in who they are.

A Strong Sense of Belonging

Every child should feel that they **belong** in our school. We celebrate **diversity** and make sure all children see their **race, heritage, and language** reflected in school life. Their **opinions and voices matter**, and they are encouraged to express their thoughts and ideas.

How We Create an Inclusive and Valued Community


- ✓ A curriculum that reflects our children's backgrounds and experiences.
- ✓ Opportunities to explore identity and learn about different cultures.
- ✓ Pupil voice - children help shape their learning and school experiences.
- ✓ Respectful Relationships and Sexuality Education (RSE) and Religion, Values & Ethics (RVE) lessons that promote understanding and respect.
- ✓ Student-led events and assemblies that celebrate different cultures and ideas.
- ✓ Engagement with local role models and businesses to inspire children.
- ✓ Circle time sessions where children can share thoughts and feelings.
- ✓ An inclusive learning environment that ensures all children feel represented.
- ✓ Regular monitoring to ensure fairness and equal opportunities for every child.

By creating a school where everyone is respected, heard, and included, we help children grow into confident individuals and responsible citizens. 😊

Our Curriculum Vision: Learning Together as a Community

At Kitchener, we believe that learning is strongest when we learn together. We want children to build positive relationships and feel a sense of belonging in our diverse Riverside community and beyond.

Our goal is to help children become:


 **Ethical, informed citizens** – Understanding their own culture, community, and the wider world.


 **Active members of society** – Respecting others and working together to make a difference.

Building Strong Community Connections

Children learn best when they collaborate and feel connected to those around them. We want them to:

 **Work well with others** – Learning how to share, listen, and support each other.

 **Connect with their community** – Understanding and respecting the people and places around them.

 **Take pride in their local area** – Learning about Cardiff, Wales, the UK, and the wider world.

How We Bring the Community into Learning

 A collaborative curriculum that brings people together.

 Lessons about local and global communities – Helping children understand their place in the world.

 Community-focused projects – Giving children real-world experiences that matter.

 Kagan collaborative and cooperative learning – Teaching teamwork and communication skills.

 Parent Teacher Team groups – Bringing families and school staff together.

 Authentic learning experiences – Connecting lessons to real-life situations.

 School values at the heart of learning – Guiding children to become kind, responsible, and active citizens.


By learning together and building strong relationships, our children will grow into confident, caring members of their community who can make a positive impact. 😊


Our Curriculum Vision: Treating Everyone with Fairness and Respect

At Kitchener, we believe in **fairness, respect, and equality for all**. We teach children to **listen carefully, respect different opinions, and treat everyone with kindness**.

Our goal is to help children become:

 **Informed citizens** – Understanding fairness, justice, and their rights and responsibilities.

 **Skilled listeners** – Learning to listen carefully and consider different perspectives.

 **Respectful individuals** – Tolerant of diverse views and treating others with kindness.

Teaching Fairness and Respect in Our School

To make sure every child understands equality, we:

 **Teach listening skills** – Helping children learn how to listen carefully and respectfully.


 **Encourage open discussions** – Teaching children to consider different viewpoints.

 **Give decision-making opportunities** – Helping children make fair and informed choices.

 **Set clear expectations** – Making sure behaviour is respectful and fair for all.

How We Put Equality into Action

 Whole school listening strategies – Teaching children to listen and respond respectfully.

 RSE (Relationships and Sexuality Education) and RVE (Religion, Values & Ethics) lessons – Promoting understanding and respect for all beliefs and backgrounds.

 Behaviour Blueprint – A clear set of expectations to ensure fairness in school.

 Pupil voice – Giving children a say in school decisions.

 Restorative practices – Teaching children to resolve conflicts in a fair and respectful way.


 School values and rights-based learning – Ensuring fairness is a part of every lesson.

By teaching equality, fairness, and respect, we help children grow into kind, thoughtful individuals who make the world a better place. 😊

Our Curriculum Vision: Understanding and Expressing Identity

At Kitchener, we want every child to feel proud of who they are and respectful of others. We teach them to express their thoughts, listen to different opinions, and treat everyone fairly.

Our goal is to help children become:


 **Ethical, informed citizens** – Understanding their own identity and respecting others.

 **Confident speakers** – Expressing their opinions clearly and respectfully.

 **Fair and kind individuals** – Treating others as they would like to be treated.

Encouraging Self-Expression and Respect

To help children develop a strong sense of identity, we:

 **Teach active listening** – Helping them understand and respect different viewpoints.

 **Encourage discussion and decision-making** – Giving them a voice in their learning.

 **Promote fairness and respect** – Ensuring all children feel valued and included.


How We Support Identity in Learning

 **RSE and RVE (Religion, Values & Ethics)** – Teaching children about themselves and others.

 **Behaviour Blueprint** – Clear expectations for kindness and fairness.

 **Pupil voice** – Allowing children to share their thoughts and shape school life.

 **Restorative practices** – Helping children solve problems and understand the impact of their actions.

 **School values and rights-based learning** – Ensuring identity and respect are at the heart of learning.

By teaching fairness, respect, and self-expression, we help children develop confidence in who they are and understanding of those around them. 😊

Our Curriculum Vision: Caring for Ourselves, Others, and the World

At Kitchener, we teach children to be **kind, caring, and compassionate**—towards themselves, others, and their environment. We want them to take **pride in who they are**, develop **strong emotional well-being**, and build **positive relationships based on trust and respect**.

Our goal is to help children become:


- ♥ **Healthy, confident individuals** – Looking after their mental and emotional well-being.
- 🌍 **Ethical, informed citizens** – Caring for the planet and making responsible choices.
- 💡 **Creative contributors** – Using their energy and skills to help others.

Supporting Well-being in Our School

To help children feel **safe, valued, and confident**, we:

- ✅ **Prioritise mental and emotional well-being** – Teaching resilience and empathy.
- ✅ **Create safe spaces for children to talk** – Encouraging open conversations about feelings.
- ✅ **Promote kindness and respect** – Ensuring every child feels valued.

How We Support Children's Well-being


 **Circle times & talk platforms** – Giving children a voice to share thoughts and feelings.

 **Zones of Regulation** – Helping children understand and manage emotions.

 **Primary Children's Health and Well-being surveys (Years 3-6)** – Listening to pupils and improving our support.

 **Termly School Council feedback** – Asking children if they feel safe, valued, and heard.

 **Teaching sustainability & environmental care** – Encouraging responsibility for the planet.

 **Support programmes** – Including Thrive Approach, restorative approaches, peer coaching, and ELSA (Emotional Literacy Support Assistants).

 **Embedding school values into learning projects** – Making well-being a key part of everyday learning.


By nurturing well-being, kindness, and responsibility, we help children grow into confident, caring individuals who support themselves, others, and the world around them. 😊

Our Curriculum Vision: Inspiring a Love for Learning

At Kitchener, we want children to love learning, always try their best, and develop independence, motivation, and resilience.

Our goal is to help children become:

 **Ambitious, capable learners** – Setting high standards and enjoying challenges.

 **Creative thinkers** – Solving problems and exploring new ideas.

 **Confident individuals** – Overcoming difficulties and never giving up.

Building Independent Learners

We encourage children to take ownership of their learning by:

Creating a supportive and challenging learning environment – Where children feel safe to explore and grow.

Teaching problem-solving skills – So they can tackle challenges with confidence.

Encouraging curiosity and risk-taking – Helping them become lifelong learners.


How We Teach at Kitchener

We have moved away from traditional teaching methods. Instead of just delivering information, our teachers are facilitators of learning for 80% of the time. This means:

 **Teachers guide rather than instruct** - Giving children space to think and explore.

 **Learning is hands-on and interactive** - Encouraging discovery and innovation.

 **More teacher-child interactions** - Meeting each child's individual needs.

 **Lessons are differentiated** - With tailored questions, challenges, and support to help every child succeed.

By creating a purposeful and engaging learning environment, we help children develop the skills, confidence, and curiosity to become independent and successful learners for life. 😊

Our Curriculum Vision: Digital Learning for the Future

At Kitchener, we prioritise digital skills to prepare children for the modern world.


How We Support Digital Learning

 **Chromebooks and iPads** – Every class has access to technology for learning.

 **Using software across subjects** – Children confidently apply digital skills in different lessons.

 **Programming resources** – Helping children learn coding and computational thinking.

 **Regular e-safety lessons** – Teaching children how to stay safe online.

 **Digital Leaders** – A group of pupils who create action plans to improve digital skills and raise awareness of online safety.

By integrating technology into learning, we ensure that children are confident, responsible, and skilled digital users. 😊

Supporting Children with Additional Learning Needs (ALN)

At Kitchener Primary School, we support 25 children with Additional Learning Needs (ALN). Each child has an Individual Development Plan (IDP), which provides personalised support to help them learn and progress.

How We Support ALN Children

- ✓ **Personalised Learning** – Each child follows a plan designed for their needs.
- ✓ **Specialist Support** – Many children receive extra help to make good progress.
- ✓ **Targeted Interventions** – Extra learning sessions to help children succeed.

How We Use Funding for ALN

💰 **New funding rules** mean schools receive a **fixed amount** to support all ALN children.

🎯 We use this funding to provide **specialist support, extra interventions, and personalised learning plans** to ensure every child receives the help they need.

ALN Accessibility - The school ensures accessibility for pupils with disabilities, including **step-free access to classrooms, accessible toilets, and individual learning adjustments** where required. The school works closely with families and external professionals to ensure all learners can access a **fully inclusive education**.

At Kitchener, we are **committed to supporting all learners, helping them grow in confidence, independence, and success.**




Tracking Progress: How We Support Every Child

At Kitchener, we carefully monitor every child's progress to make sure they are learning well and getting the right support.

How We Track Progress

 **Termly Pupil Progress Meetings** – Senior leaders and teachers meet to review each child's progress. No child is left behind.

 **Teacher Support & Accountability** – Teachers are given guidance and training to help them support and challenge every pupil.


 **Action Plans for Teachers** – Clear steps are set to help teachers improve learning for all children.


How Pupils Share Their Learning

 **Daily interactions** – Children are encouraged to talk about what they are learning.

 **Learning Assemblies** – Pupils present their learning to others.

How We Use Data to Improve Learning

 **Tracking Progress** – Teachers enter data into mark sheets to measure progress, find strengths, and plan next steps.

 **Pupil Progress Profiles** – A new system where teachers, pupils, and parents work together to support each child's learning and well-being.

By checking progress regularly and involving parents, teachers, and pupils, we ensure that every child is supported, challenged, and making good progress. 😊

Self Evaluation - School Improvement Plan.



School Improvement Plan (SIP):

Objective	Improve provision (teaching and resources) for the systematic development of pupils' numeracy
Self-evaluation rationale (23-24 – ESTYN June 25th) Many pupils across the school develop their mathematical and numeracy skills appropriately. Younger pupils use practical resources to begin ordering and comparing numbers and quantities effectively. As they progress through the school, most pupils develop their fluency in using numbers successfully. Many pupils apply this knowledge to carry out calculations effectively. For example, they draw on their understanding of number bonds and times tables to solve simple number problems efficiently. Many older pupils use a suitable range of mental and written methods to calculate. However, a minority of pupils are not secure in their understanding of key concepts, such as place value. This limits their ability to apply these methods accurately. In addition, they do not always question the plausibility of their findings. By Year 5, most pupils develop and use a broad variety of mathematical skills in their wider learning. For example, they construct line graphs to analyse local census data. Overall, however, pupils do not develop their knowledge and understanding systematically enough across all aspects of the mathematics and numeracy area of learning and	
Success Criteria – What do you want to achieve at the end?	
- Most pupils have a strong understanding of mathematical concepts and can apply their skills to new contexts.	
- Nearly all teachers plan for and talk about progress in maths and numeracy using the 5 proficiencies.	
- Most pupils talk about how they can progress in maths and numeracy using language from the 5 proficiencies.	
Key Actions – How will you achieve success?	
Improving pedagogy – coaching and video analysis.	
Improving mathematical understanding via Professional learning	
Evaluate via self-evaluation cycles, and first phase self ev in year groups, coaching teams and Progression Step teams.	

Evaluation of SIP

Most pupils make good progress in mathematics and develop secure understanding of key concepts over time.

- Strong links to purposeful learning enhance understanding - When mathematics is meaningfully connected to learning projects, pupils demonstrate greater engagement and deeper understanding.
- Purposeful teaching supports development of all five proficiencies - Learning profiles show all five mathematical proficiencies developing well, particularly when lessons are clearly focused and appropriately paced.
- Explicit vocabulary teaching enhances mathematical language - Where mathematical vocabulary is explicitly taught, pupils speak confidently and accurately across the school.
- Learning environment promotes independence and confidence - Nearly all pupils explain how their environment supports learning, resulting in increased independence and reduced reliance on adults.
- Effective collaboration strengthens understanding - Use of Kagan structures promotes purposeful peer discussion, reinforcing key concepts.
 - Digital sharing encourages enthusiasm for maths - Pupils who share work digitally are highly motivated and articulate when discussing their learning.
 - Modelling and coaching foster mathematical thinking - Where teachers model effectively and use coaching approaches, pupils' understanding and confidence improve.
 - Concrete resources used purposefully develop understanding - Manipulatives are used effectively to support conceptual development, particularly when introduced one concept at a time.
- Clear differentiation supports progression - Where learning is matched well to ability, pupils make secure progress and develop deeper understanding.
- Mathematics celebrated across the school environment - Increased visibility of maths in displays and classrooms helps reinforce concepts and language.
- Books demonstrate varied approaches to learning - Pupil work shows a range of strategies and representations, reflecting the breadth of proficiencies.
 - Positive attitudes and enjoyment evident in most learners - Most pupils show high levels of confidence and enthusiasm for mathematics, especially where teaching is engaging.
- Teachers act as facilitators to deepen learning - When teachers step back and guide learning, pupils become more independent thinkers.

Next steps:

- Strengthen mathematical journey and challenge - Develop clearer visible learning journeys, ensure tasks are suitably challenging, and provide regular opportunities to reflect on progress.
- Focus on depth before moving forward - Ensuring a secure grasp of concepts before progressing supports longer-term retention and mastery.
- Build confidence in less vocal pupils - While many pupils engage confidently, quieter learners, particularly girls, require further support to develop self-belief.
- Mathematical questioning is a teaching strength - Adults across the school model high-quality questioning, which supports deeper pupil thinking.
- Strengthen manipulatives provision - Expand access to appropriately sized manipulatives and ensure they are used with clear purpose to support learning.

Attendance: Every Day Counts!

At Kitchener Primary School, we know that **attending school regularly** gives children the **best chance to learn and succeed**.

We take a **positive and supportive** approach to improving attendance. We understand that when children enjoy learning, feel safe, and are happy in school, they are more likely to attend every day. That's why we focus on making lessons **engaging, pupil-led, and exciting**, while also supporting children's **well-being**.

We work **closely with families and professionals** to help every child attend school regularly. Our **'Community Coach'** plays an important role in building strong relationships with parents and the wider community. This helps families feel **listened to, supported, and comfortable reaching out for advice**.

By working together, we have improved **attendance**, especially for children who may need extra support. We will continue to help every child **feel included, valued, and excited to come to school each day**. 😊

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Our School Context

Kitchener Primary School is an inner-city school in Cardiff, serving the Riverside community, one of the most deprived areas in Wales. There are currently 476 pupils from Nursery to Year 6.

Our Diverse Community

 92% of pupils are from Global Majority backgrounds, making Kitchener one of the top three most diverse schools in Wales.

 88% of pupils speak English as an additional language (EAL), with many at the early stages of learning English.

 41 different home languages are spoken, with Bengali, Arabic, and Urdu being the most common.

 Many pupils live in extended family homes, and 64% live in the top 10% of disadvantaged areas in Wales.

 Education is highly valued in most families, with many children aspiring to become doctors, lawyers, vets, and accountants.

School Challenges and Support

 A transient population - Since September 2023, 40 pupils joined mid-term and 21 left, with most new pupils new to English.


 16 pupils are asylum seekers/refugees, and 4 are Children Looked After (CLA).

 Many families find communicating in English difficult, but our teaching assistants speak key community languages to support them.

 30% of pupils receive Free School Meals (eFSM).

 25 pupils have Additional Learning Needs (ALN) and receive extra support through Individual Development Plans (IDPs).

 71% of our pupils are Muslim, and cultural attitudes toward girls' education can vary across families.

At Kitchener, we embrace our diverse and vibrant community, ensuring every child is supported, valued, and given the best opportunities to succeed. 

School Context - Kitchener Primary School (04/06/20024)

Staffing Levels	Senior Leaders (HT, DHT, AHT)	Teachers	HLTAs/ LSAs	Admin / Business managers	Estate Manager	Midday Supervisors	Total
	4	12 (1 Maternity Leave) (+4 Supply)	20 (+6 Supply)	3	1	9	49 (59 including Supply)

Staff Gender% inc. supply	Female	Male	Staff Ethnicity% inc. supply	Global Majority	White British
	86.4%	13.6%		54.2%	45.8%

No. on Roll All Pupils	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
	88	49	56	52	58	57	60	56	476
FSM <small>Red - All pupils eligible for free meals</small>	N/A	4	14	18	20	20	19	23	118
% Group %	N/A	8.0%	25%	34.6%	34.5%	35.1%	31.7%	41.1%	30.4%
			26%				35.8%		

Religion	Islam	Christianity	No religion	Sikhism	Hinduism	Buddhism	Other Religion
	333	51	36	24	18	3	6
%	71%	10.7%	7.6%	5.0%	3.8%	0.6%	1.3%

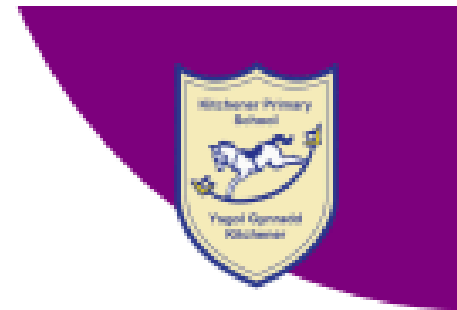
Most common Languages Spoken	Arabic	Bengali	Kurdish	Panjabi	Pashto	Somali	Urdu	English (First)
	47	167	13	24	28	14	31	55
% EAL / Non EAL	EAL - 88.4%							11.6%

Needs Assessment (Category of English)	New to English	Early Acquisition	Developing Competence	Competent	Fluent	English First Language
	157	159	94	11	0	55
%	33.0%	33.4%	19.8%	2.3%	0%	11.6%

Pupil Gender	Female	Male
	237	239

ALN	Number of Pupils	% on roll
	25	5.3%

Term dates



School Term Dates 2024 - 2025

<u>Autumn Term Starts - 2024</u> Inset Day - Monday 2nd September	<u>First Day of School</u> Tuesday 3rd September	<u>Last Day Before Half-term</u> Friday 25th October
Half-term - 1 Week Holiday Monday 28th October - Friday 1st November		
Inset Day - Friday 20th December	<u>Pupils Back in School</u> Monday 4th November	<u>Last Day of Autumn Term</u> Thursday 19th December
End of Term - 2 Week Holiday - Christmas Monday 23rd December - Friday 3rd January		
<u>Spring Term Starts - 2025</u> Inset Day - Monday 6th January	<u>Pupils Back in School</u> Tuesday 7th January	<u>Last Day Before Half-term</u> Friday 21st February
Half-term - 1 Week Holiday Monday 24th February - Friday 28th February		
	<u>Pupils Back in School</u> Monday 3rd March	<u>Last Day of Spring Term</u> Friday 11th April
End of Term - 2 Week Holiday - Easter Monday 14th March - Friday 25th April		
<u>Summer Term Starts - 2025</u> Inset Day - Monday 28th April Bank Holiday - Monday 5th May	<u>Pupils Back in School</u> Tuesday 29th April	<u>Last Day Before Half-term</u> Friday 23rd May
Half-term - 1 Week Holiday Monday 26th May - Friday 30th May		
Inset Day - Friday 27th June	<u>Pupils Back in School</u> Monday 2nd June	<u>Last Day of Summer Term</u> Friday 18th July Inset Day - Monday 21st July
End of Academic Year - 6 Week Holiday - Summer Monday 21st July - Friday 29th August		

Session Time

School Sessions: 24-25

Nursery:	Morning	8.55am to 11.25am
	Afternoon	12.30pm to 3.00pm
Reception, year 1 and 2	Morning	8.55am to 11.45pm
	Afternoon	12.45pm to 3.00pm
Year 3 - 6	Morning	8.55am to 12.45pm
	Afternoon	1.30pm to 3pm

School Prospectus

Our school prospectus is available on request and can be downloaded from the school website. It has been updated to reflect recent changes and is provided to all new pupils joining the school.


Community Links

We are proud to have strong connections with our **local community** and **actively involve parents** in school life. We ensure that every visitor feels welcome.

Parental meetings_ - No formal parent-initiated meetings were requested this year. However, parents engaged with the school through various sessions, including **literacy and language workshops**, **parent-teacher meetings**, and **whole-school events** such as **fayres**, **Iftar**, and **Diwali celebrations**. The school remains open to **parental feedback** and encourages ongoing communication through **Seesaw**, **newsletters**, and **direct engagement with staff**

We work closely with:


 **Cluster Schools** – Teachers collaborate to ensure smooth progression in learning.

 **Secondary School Transition** – A well-structured process to help pupils move confidently to their next stage of education.

 **CSC and improvement partners** – Supporting school improvement.

 **Community Police Liaison Officer** – Helping pupils stay safe and engaged.

 **Urdd Football** – Providing sporting opportunities.

 **Local businesses and visits** – Helping pupils connect learning to the real world.

 **Family Engagement Events** – Including **reading workshops** and **language & literacy workshops**.

After-School Clubs









We offer a variety of after-school clubs to suit different interests, including:

 Chess |  Dance |  Yoga |  Pottery |  Gardening |  Cooking |  Rugby | And much more!

Pupil Voice Groups



Our school has 8 Pupil Voice groups, giving pupils a chance to lead, contribute, and improve school life. Each group writes their own action plans, evaluates their impact, and presents their work to the school and governors.

Our Pupil Voice Groups:

-  School Council – Representing pupil views.
-  Eco Group – Focusing on sustainability.
-  Playground Leaders – Encouraging active play.
-  Ciw Cymraeg – Promoting Welsh language.
-  Near Peer Support – Helping younger pupils.
-  Young Interpreters – Supporting new EAL learners.
-  Inclusion, Diversity & Equity Group – Making school inclusive for all.
-  Digital Leaders – Supporting technology use in school.

School Policies

Policies are regularly updated in line with local authority guidance and approved by the governing body.

-  Statutory policies are available on the school website.
-  Other policies can be requested from Leah Jenkyns (School Administrator) or found on the website under the ‘Policies’ section.

Welsh Language in School

We are committed to developing pupils' Welsh language skills.

 **Daily Welsh sessions** – ‘Helpwr Heddiw’ (Welsh helper of the day) encourages 10 minutes of Welsh practice every day.

 **Topic-based learning** – Pupils learn Welsh through structured lessons and activities.

 **Curriculum Cymreig** – Teaching children about Welsh history, culture, and traditions.

 **Incidental Welsh** – Encouraging everyday Welsh conversations across the school.


By integrating Welsh into daily learning, we help pupils develop confidence and pride in using the language. 😊

School Finance

Our Governing Body ensures that the school's financial resources are used to support pupils' learning, well-being, and achievement. They meet regularly to review the budget and ensure spending follows Local Authority guidelines.


The school has successfully balanced the budget for the 2024-25 financial year, but in the coming years, significant savings will need to be made due to declining birth rates. In April and May 2023, cost-saving measures were introduced to help stabilise the budget while maintaining the best possible education for pupils.

Governors continue to work closely with the Local Authority and the Headteacher to make sure all funding is spent in the best interests of the children.



Health and Safety

At Kitchener, we prioritise pupils' health, well-being, and safety. We ensure children feel safe, happy, and supported at school.


 **Safeguarding & Child Protection** – Staff and governors receive annual training to keep pupils safe. Our school follows robust safeguarding procedures, including safer recruitment practices.


  **Healthy Lifestyles** – Our curriculum, assemblies, and after-school clubs teach pupils about staying healthy and safe.


 **Healthy Eating** – School lunches are nutritionally balanced, and we encourage healthy packed lunches.

 **Healthy snacks** – Pupils are encouraged to bring fruit for break time.

 **Hydration** – Pupils have access to water throughout the day, and younger children receive milk at morning break.

 **School Toilet facilities** - The school provides clean and well-maintained toilet facilities for all pupils. Regular cleaning schedules are in place to ensure hygiene and accessibility. Facilities are monitored regularly to maintain a safe and sanitary environment for all learners..

 **No fizzy drinks, chocolate, or unhealthy snacks** – We promote healthy choices, and our tuck shop sells a variety of healthy foods for Years 4, 5, and 6.

 **Pupil Well-being** – Surveys show that pupils feel safe and positive about school life, reinforcing our commitment to a safe and supportive environment. 😊