

Where are we now?

'Why' for improvement?

Over the last eight years we have strengthened and refined a culture of continuous learning and improvement. There are strong, robust and evidence-based processes for self-evaluation in place which capture the whole learning experience and learner progress. This information and evidence is used for school improvement, accountability, transparency and to ensure our continued focus on exploring and collaborating as a learning organisation.

End of Summer Term Assessment and Baseline Autumn Term Assessments identified the following:

Highlighted Progress

- In 2024-2025, nearly all children made progress, from their starting point at baseline
- All children made progress towards the Four Purposes, as demonstrated during Progress Meetings and in our Portraits of Learning
- Pace of progress is very good and in line with the expectations of our Thrive Curriculum, this is supported by our Portraits of Learning and PLD
- Progress of children identified as ALN and those receiving intervention is very good
- The use of wellbeing thrive indexes have been reduced across the school as the year progressed - initial feedback from staff suggest that this could be due to the positive impact of Family Time
- Engagement in writing process significantly improved across the school due to work on digital wellness, particularly noticeable in Class 2 and Class 5/6
- Most children from Class 3/4 upwards are free readers - this is significant and demonstrates the impact of ALP time provided since 2020 and PLD
- Mathematics and Numeracy continues to be a strength across the school since September 2020, demonstrating impact of TLR for Mathematical Inquiry & Creativity and PLD
- Nearly all eFSM children and those impacted by poverty are making good or significant progress
- Nearly all eFSM children perform the same and often better than non-eFSM children
- There are no significant trends observed between genders

Targeted Areas

- Spelling is a focus in Class 3, Class 3/4 and 4 where teachers are consolidating key words and more complex spelling patterns
- Importance of providing space and time for children to talk and reflect in order to support their wellbeing and developing sense of wellness - SIP Priority
- Deepen understanding of our language of learner, Learner Capacities, so that children are able to use it as part of their natural learning dialogue - SIP Priority

Targeted Groups

- Very few children across the school require bespoke intervention through a targeted Skills Provision

Data Validity



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The following whole school processes has ensured the validity of data:

- Professional Learning & Development
- MER and Processes for Improvement
- Landscape of Progression

2017-2019: Foundations for Learning
2019-2022: Strengthening & Deepening Learning
2022-2024: Enriching & Refining Learning
2024-2027: Exploration & Collaborative Learning

JPPS as a Learning Organisation

The Schools as a Learning Organisation (SLO) model is a focus for our strategic development to ensure our culture is centred on learning and to enable our capacity to improve and manage change

Anti-Racism	Language of Learning	Wellness
<p>Decolonise our Thrive Curriculum to ensure that it enriches the knowledge, skills and experiences of all children.</p> <p>Equalities Objective: Community Cohesion</p>	<p>Develop our language of learning so that it is mature, deliberate and intentional.</p> <p>Equalities Objective: Learn Well</p>	<p>Explore the term ‘wellness’ and what it means for our children, staff and community at JPPS.</p> <p>Equalities Objective: Learn Well</p>

Output/Accountability

- All pupils continue to make progress from their baseline assessments
- Groups of learners requiring support are identified and are supported to make progress and achieve their individual expectations
- All pupils identified make progress within targeted areas on their Wellbeing Thrive Index to mitigate the impact of disadvantage and poverty
- All staff will have a collective understanding of expected progress at JPPS
- All teaching will impact positively on children’s progress
- Robust systems and processes for self-evaluation ensure we thrive as a self-improving learning organisation

Strategic Equality Plan 2024-2028 Equalities Objectives
Whole School PD Target 2024-2026

Our School Improvement Journey

JPPS Years	Academic Year	School Improvement Theme	Key Considerations
Year 1	2017-2018	<i>Foundations for Learning</i>	<ul style="list-style-type: none"> ❖ School opened in September 2017 as a growing school ❖ Large number of priorities as it was essential for us to set the systems, processes and foundations for highly effective learning and teaching ❖ Continued appointment of staff
Year 2	2018-2019		
Year 3	2019-2020	<i>Strengthening & Deepening Learning</i>	<ul style="list-style-type: none"> ❖ Opened at capacity in September 2019. Large increase of pupils and staff ❖ Moved from a School <i>Development</i> Plan to a School <i>Improvement</i> Plan ❖ Phases of SIP changed, recognising our development as a learning organisation ❖ Aligned SIP to the areas of the national mission, SLO & Estyn frameworks ❖ Removed data focused targets and highlighted these as output/accountability measures, not objectives driving improvement ❖ Reduced number of priorities to focus on key areas for learning ❖ Significant change to learning due to COVID-19 from March 2020 so collectively agreed to maintain this theme into 2021-2022 ❖ From September 2021, SIP Phase 2 ❖ Classes mostly full enabling stability as a growing school ❖ Changed SIP headings to the areas of the National Evaluation & Improvement Resource to reflect school-level focus on readiness for reform and a focus on the development of learning and teaching.
Year 4	2020-2021		
Year 5	2021-2022		
Year 6	2022-2023	<i>Enriching & Refining Learning</i>	<ul style="list-style-type: none"> ❖ Able to <i>enrich</i> and <i>refine</i> as there has been a five year focus on developing understanding of Curriculum for Wales and ensuring our school is a learning organisation ❖ National implementation of Curriculum for Wales in September 2022 ❖ Stability of class sizes ❖ Continued focus on key areas of our SIP: <ul style="list-style-type: none"> ➤ Leadership: Refining collaborative leadership to support growth and enable system-wide change ➤ Learning & Teaching: pedagogy and Professional Learning & Development ➤ Curriculum: Thrive Curriculum, principles of progression and progression across the cluster from 3-16 ➤ Wellbeing, Equity & Inclusion: whole school approach to emotional and mental wellbeing, the role of play and the outdoors
Year 7	2023-2024		

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Year 8	2024-2025	Exploration & Collaborative Learning	<ul style="list-style-type: none"> ❖ Three cycles of school improvement have enabled us to be in a position to move to the phase of <i>Exploration and Collaborative Learning</i> ❖ Moved from SIP areas aligned to National Mission and Estyn Inspection Areas to three key priorities with a focus on teaching and learning; wellbeing, care, support and guidance and leading and improving ❖ Collaborative professionalism will ensure that we continue to thrive as a learning organisation ❖ Further exploration of inquiry and creativity through professional learning and development and pedagogical decision making ❖ Continued reflection upon local and national policies as they emerge ❖ Continued focus on the national agenda: <ul style="list-style-type: none"> ➢ Anti-racist Wales by 2030 ➢ Cymraeg 2050: A million Welsh speakers ➢ Eradicate the gap between the employment rate in Wales and the UK by 2050
Year 9	2025-2026		
Year 10	2026-2027		
Year 11	2027-2028	Reflecting & Connecting Learning	<ul style="list-style-type: none"> ❖ The previous school improvement phases have demonstrated a thoughtful and progressive framework for improvement, moving from foundational to collaborative learning ❖ This journey provides the basis for this phase of <i>Reflecting and Connecting Learning</i>, where there will be an emphasis on the importance of reflection, adaptability, and continuous improvement in learning, for both children and staff ❖ This theme will help foster a culture where learning is seen as a dynamic, evolving process - encouraging curiosity, adaptability, and lifelong learning ❖ This theme can support children to see the value of their learning beyond the classroom and foster a sense of responsibility and agency in the wider world ❖ Continued reflection upon local and national policies as they emerge

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Pupil Development Grant Strategy Plan 2026-2027 - Current Academic Year

School Overview	
School name	Jubilee Park Primary School
Number of learners in school	373
Proportion (%) of PDG eligible learners	4%
Date this statement was published	30.04.26
Date on which it will be reviewed	11.12.26 & 19.03.27
Statement authorised by	School Improvement Partner on behalf of Newport LA
PDG Lead	Sarah Cook Lewis
Governor Lead	Julia Sullivan



Equity Grant	Allocation	Planned Spend	Overspend/Underspend
Pupil Development Grant (PDG) Early Years Pupil Development Grant (EYPDG)	£31,050	£31,050	£0

Strategy	Planned Activity	Why? Self-Evaluation & Research Evidence	Intended Outcome/Success Criteria	Type of Spend	Cost
<p>Learning and Teaching</p> <p>Community Focused Schools: (i) building strong partnerships with families (ii) responding to the needs of the community (iii) collaborating with other services</p> <p>Wider strategies: Health and</p>	<p>Community Focused Schools & Wellbeing & Nurture - Salary Contributions</p> <p>Salary contribution for staff with responsibilities for family engagement, nurture and wellbeing.</p> <p>Leader to strategically lead family and community engagement and have regular non contact time to work with families and the wider JPPS community.</p> <p>Staff to work with individuals and groups of children identified as eFSM and those highlighted as requiring</p>	<p>‘Wellness’ SIP priority for 2024-2027 based on the following self-evaluation: All leaders demonstrate a clear dedication to wellbeing and our co-constructed wellbeing strategy underpins our school.</p> <p>Our previous SIP targets from 2021-2024 demonstrate a progressive focus on a whole school approach to emotional and mental wellbeing. SIP impact statements demonstrate the progress and impact of this work on children, staff and the wider community.</p> <p>MER and self-evaluation activities have also highlighted that children are</p>	<p>Wellness SIP impact considered termly. Strategic plan for family and community engagement in place and reflection on impact completed regularly.</p> <p>Learners, staff and our families will feel a sense of belonging to our school community.</p> <p>Relationships developed between families, staff and learners will positively impact wellness.</p> <p>Children from vulnerable groups</p>	Grant Funded Post	£24,040.80



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<p>Wellbeing Leadership Raising Aspirations</p>	<p>support for wellbeing on their Wellbeing Thrive Indexes. Intervention to include wellbeing/nurture, COMiT, bespoke support.</p>	<p>spending a significant amount of time online and interacting on social media platforms outside of school and less time building relationships and playing with their peers. This is compounded by the impact of Covid lockdown during their developmental years. Between 2024-2026 we have seen a considerable reduction of children using digital technology in school. Instead children are enjoying a range of play experiences which has strengthened both their integral skills and learner capacities.</p> <p>MER processes have demonstrated a consistent and progressive approach to play from Nursery to Year 6 which has significantly impacted upon children's wellbeing.</p> <p>We continue to refine our whole school approach to emotional and mental wellbeing by focusing on wellness and how we can develop, teach, learn and reflect upon healthy habits so that we can</p>	<p>feel valued and play an active part in the school and community. All learners benefit from the highest quality teaching and learning experiences. All children make progress from their baseline.</p>		
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all experience better physical and mental health. Such healthy habits include, digital wellness, the right to play, being physically active, being outdoors, communication and collaboration. Involving families in these activities is central to our ongoing exploration.

Engagement in reading and research and PLD experiences has reinforced the importance of space and time for children to talk and reflect in order to support their wellbeing and developing sense of wellness.

All eFSM children and those identified as vulnerable make progress from baseline. Nearly all of these children make good or significant progress.

Pupil Progress Meetings and reflection with staff have identified few children who are vulnerable and require additional wellbeing support. Wellbeing Thrive Indexes highlight required support and



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		<p>intervention from TAs.</p> <p>All children identified as requiring a wellbeing thrive index have made significant progress during 2024-2026, with few children (14%) not requiring further individual support during 2025-2026.</p>			
<p>Learning and Teaching</p> <p>Wider strategies:</p> <p>Curriculum</p> <p>Health and Wellbeing</p>	<p>Pupil Learning Reviews and (PLRs), including Pupil Learning Transition Reviews</p> <p>Pupil Learning Reviews (PLRs) will take place every half term for groups of pupils including those eligible for FSM in Year 3 - Year 6. Teachers will be released to spend a day working with groups of learners to review their work, their progress towards their targets and set learning focused targets related to our learner capacities.</p> <p>In the Summer Term the current class</p>	<p>Research on Metacognition continues to support that it has a high impact on learning and relatively low cost when improving the attainment of children, including those who are disadvantaged.</p> <p>At JPPS, Pupil Learning Reviews are a significant strength across the school and they provide rich discussions between learners and practitioners to support learners in developing a holistic view of their progress in learning, wellbeing and what they need to do to develop further.</p>	<p>Each learner will be respected and challenged to achieve the best that they are capable of, including our most able learners, while being supported to overcome barriers that inhibit their learning. All pupils will be more aware of their learning targets and their progress towards them.</p> <p>All teachers will have a clear understanding of the needs of their learners and the progress that has been made. All staff will have a clear understanding of</p>	Release	£7009.20



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	teacher and the new teacher for the following year meet and share progress of learners and discuss wellbeing of learners.		learners' wellbeing needs and how best to support them and build relationships in preparation for a new academic year.		
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PDG Grant Review of Outcomes 2025-2026 - Previous Academic Year

Grant	Allocation	Planned Spend	Overspend/Underspend
Pupil Development Grant (PDG)	£25,300	£25,300	£0

Planned Activity	Impact 2024-2025	Type of Spend	Cost
<p>Community Focused Schools & Wellbeing & Nurture - Salary Contributions</p> <p>Salary contribution for staff with responsibilities for family engagement, nurture and wellbeing.</p> <p>Leader to strategically lead family and community engagement and have regular non contact time to work with families and the wider JPPS community.</p> <p>Staff to work with individuals and groups of children identified as eFSM and those highlighted as requiring support for wellbeing on their Wellbeing Thrive Indexes. Intervention to include wellbeing/nurture,</p>	<p>73% of the planned spend was allocated to salary contributions. Across the financial year, Teaching Assistants have played a central role in delivering high-quality, targeted interventions for identified pupils. Feedback from staff, pupils, and monitoring activities consistently highlights the positive impact of these sessions. The bespoke nature of the interventions has enabled pupils to make strong progress academically while also developing socially and emotionally. Focused group work has successfully closed specific learning gaps, consolidated key skills, and refined pupils' understanding. This has resulted in noticeable improvements in confidence, engagement, and readiness to learn across the curriculum. Information gathered through these interventions contributes directly to effective differentiation and supports teachers in shaping short- and medium-term planning. Evidence from Progress Meetings, teacher assessments, and whole-school mapping document demonstrates clear progress in areas such as mathematics and reading.</p> <p>Family engagement has continued to strengthen in line with Welsh Government guidance for Community Focused Schools. Coffee mornings, parent, baby and toddler sessions and</p>	Grant Funded Post	£18,483.68

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<p>COMiT, bespoke support.</p>	<p>parent workshops have been instrumental in building positive and trusting relationships with families. This has contributed to a more cohesive and supportive school–community. At the start of the year 50 children across the school were on wellbeing thrive indexes this has decreased to 43 with 7 children demonstrating that they no longer need additional in class support. Targeted nurture interventions such as ELSA have supported five individual children across the school and these children now have regular wellbeing check ins to monitor their progress. Analysis of both learning and attendance ensures that eFSM learners receive timely and responsive support, which has contributed to improved wellbeing outcomes with and improved attendance.</p> <p>Overall, grant-funded provision has had a substantial impact on learners, families, and the wider school community. Teaching Assistants, wellbeing programmes, and family engagement initiatives have collectively strengthened pupils’ progress, emotional resilience, and sense of belonging.</p>		
<p>Pupil Learning Reviews and (PLRs), including Pupil Learning Transition Reviews Pupil Learning Reviews (PLRs) will take place every half term for groups of pupils including those eligible for FSM in Year 3 - Year 6. Teachers will be released to spend a day working with groups of learners to review their work, their progress towards their targets and set learning focused targets related to our learner capacities.</p>	<p>21% of the planned spend was allocated to Pupil Learning Reviews (PLRs), implemented in line with Welsh Government guidance on High-Quality Learning and Teaching, continues to be a significant strength of the school and an intrinsic part of our approach to learner progress. These structured learning conversations provide rich, meaningful dialogue between learners and practitioners, enabling children to develop a holistic understanding of their progress, wellbeing, and personal learning targets. PLRs have had a demonstrable impact on strengthening learner agency and improving the quality of learning across the school.</p>	<p>Release</p>	<p>£5407.24</p>

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In the Summer Term the current class teacher and the new teacher for the following year meet and share progress of learners and discuss wellbeing of learners.

Supporting learners to make sustained progress underpins our Thrive Curriculum, and PLRs play an essential role in ensuring that teaching is informed by a deep understanding of how children learn and develop. Over the year, PLRs have focused on enhancing pupils' understanding of their learning environment and how it scaffolds their learning and supports them to feel a sense of ownership and belonging. In addition, PLRs have enabled children to reflect on themes across the year and this has enabled children to make connections within their learning and apply skills across the curriculum. Through shared dialogue, children have been supported to identify when and how to seek support, increasingly demonstrating independence in drawing on appropriate strategies and resources. These conversations have helped children develop the skills needed to reflect critically on their work and articulate purposeful learning targets.

During PLRs, learners engage directly with their teachers using their work, feedback, and classroom experiences as evidence to discuss progress. These high-quality learning conversations have significantly deepened children's understanding of the learning process. Nearly all pupils in Year 5 and Year 6 can now articulate their learning confidently and with increasing sophistication this is a significant improvement compared to previous years. This reflects strong metacognitive development, with pupils expressing self awareness and a clear pride in their achievements and demonstrating improved awareness of how they learn.

The co-construction of PLRs with staff has had a profound impact on cultivating learner ownership and embedding a strong learning culture across the school. Teachers commented in progress meetings that children are now fully involved in their learning journey and have a much clearer understanding of what they are learning and why. They

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	<p>can identify barriers to learning and recognise the importance of dialogue in helping them take ownership of their next steps and inform future learning. As a result, pupils across the school demonstrate significant progress in their use of our shared language of learning. They articulate the learning process with increasing clarity, describing how their learning connects across the curriculum, and explain how the learning environment supports their development.</p> <p>Overall, Pupil Learning Reviews have strengthened learners' independence, confidence, and metacognitive awareness. The impact is evident in pupils' deeper engagement, improved self-reflection, and their ability to talk meaningfully about their progress and how they learn. This work continues to contribute significantly to the school's culture of high-quality learning, teaching, and learner empowerment.</p>		
<p>Collaborative Approach to Improving Practice (CAIP)</p> <p>The CAIP process takes place each term for all teachers. Teachers spend a day each term in their CAIP teams to discuss pedagogy and practice.</p>	<p>1% of the planned spend is used to support the CAIP process and has had a significant and positive impact on teaching, learning, and professional dialogue across the school. Through meaningful opportunities to reflect on pedagogy, all staff have developed a deeper and more secure understanding of effective learning and teaching. The observation of practice that underpins the process enables teachers to analyse how the language of learning is modelled and how this directly shapes pupils' understanding and engagement.</p> <p>The collaborative nature of the CAIP approach has strengthened professional dialogue, with teachers confidently offering and receiving feedback that has had a clear influence on their classroom practice. The alignment of CAIP and PDR teams continues to further support this process, ensuring that the insights developed through professional inquiry directly inform individual targets and professional growth.</p>	Release	£311.96

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Teachers' consistent use of inclusive language has strengthened pupils' sense of belonging, creating classroom communities where every learner feels valued and recognised. This approach, combined with teachers' practice of acknowledging each child's contributions with warmth, love and care, has led to increased confidence, improved self-esteem, and a greater willingness from learners to participate in their learning. Opportunities for collaboration are embedded across the school and are supporting learners to develop strong communication, teamwork, and problem-solving skills, resulting in deeper engagement with learning. Classrooms are emotionally safe environments where children feel secure to take risks, express themselves, and develop empathy towards others. Teachers maintain high expectations for all learners, providing a balance of challenge and support that supports resilience, independence. These practices are underpinned by strong, trusting relationships between staff and pupils, creating a secure foundation for learning and contributing to improved engagement, positive behaviour, and a strong sense of community across the school.

Teachers have increased clarity in articulating how planned learning experiences support pupil progress. Through joint planning discussions, staff have innovated their practice and considered the impact of this on their learning environment. This has resulted in more intentional and informed pedagogical decision-making. The shared exploration of effective differentiation particularly the use of deliberate, purposeful language has enhanced teachers' ability to support and challenge learners appropriately.

As a result, pupils experience a higher level of cognitive challenge, leading to deeper engagement and more sustained progress. Teachers have also focused on cultivating a



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	<p>'slowness to learning', making conscious efforts to be attentive to learners' responses. This reflective stance has strengthened teachers' ability to adapt teaching in the moment and has had a notable impact on pupils' understanding of the learning process and their ability to use the language of learning effectively within PLRs and MER activities.</p> <p>Overall, the CAIP process has embedded a culture of reflective, collaborative professional learning. Teachers demonstrate increased confidence in evaluating their practice, greater precision in planning for progress, and a strong commitment to sustained pedagogical improvement. This is resulting in clear, positive outcomes for learners across the school.</p>		
<p>Vertical Slice Team - Language of Learning The vertical slice team is a cross section of practitioners who are working alongside a specialist educational psychologist to refine and strengthen our language of learning so it is mature, deliberate and intentional.</p> <p>An opportunity to engage in reading and research to develop a deeper understanding, conduct action research and design professional learning to support pedagogical understanding and the integral skills.</p>	<p>1% of the planned spend is used for the Language of Learning vertical slice team which has had a significant impact on our shared understanding of what our language of learning looks, sounds, and feels like across the school. By bringing staff together from different phases and roles, we strengthened a collective commitment to building a consistent and intentional language of learning. The vertical slice day led to the co-construction of a staff twilight in which teachers were invited to reflect on how they ensure that their planning encapsulates a sense of 'learnish'. The impact of this professional learning has been evident in book and planning reflections. The vertical slice day also allowed us the opportunity to collaborate directly with Team 9 to further refine and shape our pupil learner reviews (PLRs). Involving pupils in shaping the PLRs reinforced our commitment to pupil voice and participation.</p>	Release	£452.48
<p>Vertical Slice Team - Anti Racism The vertical slice team is a cross section of practitioners who are working alongside the</p>	<p>3% of the planned spend is used for the Anti-Racist Vertical Slice days. The anti-racist vertical slice days have had a significant impact on strengthening our collective understanding of what an anti-racist curriculum looks like in practice across all phases of</p>	Release	£644.64



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pupil Diversity Group to ensure that pupil voice informs the direction of our Anti Racist Curriculum.

This work will support our SIP priority of Anti-Racism.

the school. By bringing staff together to review planning journals, books, floorbooks and resources, we developed a shared and increasingly confident approach to decolonising the curriculum and embedding anti-racist considerations intentionally rather than superficially. This work built directly on whole-school professional learning at the start of term, where staff refined the school's spiral of inquiry and medium-term planning to ensure anti-racism was threaded meaningfully throughout learning experiences.

The impact of this professional learning is particularly evident in the coherence and depth of planning seen across the school. All planning journals now explicitly reference anti-racist intentions, with Year 5/6 demonstrating a notably rich and ambitious thread through their inquiry, "Is mining a thing of the past?". This work powerfully connects historical migration, Black British histories and present-day global issues such as child labour and modern colonialism, enabling pupils to explore racism, exploitation and human rights in an age-appropriate but critical way. Collaboration with external expertise, including work with Dr Norma Gregory on the hidden histories of Black miners, has further strengthened the authenticity and rigour of this learning.

The vertical slice process highlighted the importance of Family Time as a consistent vehicle for anti-racist education and belonging. Tailored class-based discussions around cultural celebrations, identity and representation, including Black History Month and Diwali, have enabled pupils to engage with diversity in ways that feel personal, relevant and safe. This progression is visible across the school, from Nursery and Reception exploring identity, skin tone and melanin, through to increasingly sophisticated questions about identity and categorisation in Year 5 and 6. Children's work reflects growing confidence in discussing difference, fairness and belonging.

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The review of texts and resources revealed strong whole-school strengths, particularly in the breadth and quality of inclusive and diverse books held within our central library. A positive proportion of these texts are written by Global Majority authors, supporting authentic voice and avoiding tokenism.

However, the vertical slice also surfaced important areas for development. High-quality texts were not always embedded consistently in classroom environments, and staff identified a need for greater confidence and guidance when using culturally sensitive texts that require careful contextual framing and discussion of injustice. Listening to learners further highlighted that while exposure to diverse stories is increasing, retention and personal connection, especially for younger pupils, is an area for continued focus.

In response to these findings, staff have begun to strengthen practice collaboratively. Leader of Learning for Expressive Arts has explored artists as a way to further decolonise the curriculum. This has resulted in the creation of a practical resource pack to support teachers, while the TA in the Vertical Slice Team has started compiling a portfolio to capture, evaluate and celebrate the breadth of anti-racist work taking place across the school. Together, these actions demonstrate a clear commitment to reflective practice, pupil voice, and sustained improvement.

The anti-racist vertical slice days have not only affirmed the impact of current professional learning, but have also provided a strong foundation for future development, ensuring that equity, representation and belonging remain central to the school's curriculum and culture.