

Parkgate Junior School

2024-25- School Improvement Plan including Ofsted Action Plan

English Lead

- Lead on improving outcomes in writing and spelling
- Leading on the teaching of Reading
- LiLAC lead
- Planning Scrutiny and Book Scrutiny
- Leading INSET SAT's and RA Analysis and feedback

Key Governor

- Monitor through Curriculum committee
- Attendance at SEA/SIP meetings

SIP-

- Brokering and evaluating support within the school.
- SLT support
- Lesson Observations/Learning walks focussed on Teaching and Learning
- Review and evaluation

Headteacher Sarah Pipe

- Leading on Vision
- Leading on School's Improvement Plan
- Pupil Voice activities
- Monitoring and evaluating impact
- Leading on Practice/Practise makes permanent
- Lead on Behaviour

Maths Lead Sara Mason

- T lead on continuing development of maths curriculum and scheme across the school
- Work and Planning scrutiny
- INSET/meetings
- Data analysis and feedback
- Analysis of maths changes
- Track different groups progress

Practise/Practice makes Permanent

QoE 1 To ensure that pupils' targets are specifically aligned to address their exact learning needs and then identify the most appropriate actions needed to support pupils to quickly achieve the targets and make exceptional progress.

QoE 2 To consistently provide pupils with specific feedback on how to extend their learning in all subjects, including writing; checking that feedback is acted on by the pupils

QoE 3 To ensure that the curriculum is being adapted precisely enough for ALL children to attain and progress well by the end of Year 6 based on individual starting points

B&A To ensure all members of the Parkgate family have a safe, positive environment which they can take pride in

PD To create opportunities for wider personal development that enrich the pupil's experience at school and develop well rounded, confident learners

L&M To ensure that throughout the whole school community there is a strong, shared vision focussing on high quality education and high aspirations of members of the Parkgate family.

Support Team

- Suggest and attend CPD that meets staff needs
- Keep up to date and report all safeguarding concerns
- Use Assessment to measure impact of interventions
- Measure impact of Tutoring
- Monitoring attendance and voicing concerns to SLT
- Have welcoming, safe premises
- Relevant and timely training

Teaching and Learning/ Curriculum Lead -

- Lead on the structure and content of the Curriculum
- Lead on Teaching and Learning support for all staff
- Lead on support and needs of PPG children including wider opportunities
- To lead International projects and Turing Project
- To create policy for teaching and learning, assessment and feedback

Teaching and Learning Advisor

- Support Development of Senior Teachers and Leads
- Raise achievement through gaps analysis across the school
- Develop the quality of planning, teaching and assessment practices to support improvements to teaching
- Support raising standards in English and Maths
- Implement planned changes to the school's curriculum

Inclusion leader

- Co-Lead on Mental Health Project
- Lead on tailoring interventions, supporting staff and measuring impact
- Analysis of progress of all groups of learners
- Monitoring of Intervention Programmes
- Continued development of provision for EAL and all groups of learners

Context:

This School Improvement Plan (SIP) is a working document used to set priorities and monitor progress throughout the year.

We are an ambitious school and we have high expectations for all our children and staff. Our curriculum strives to prepare our pupils for the lives they hope to lead. We want our pupils to aim high, succeed in all they do and become happy, fulfilled pupils, ready to face the next stage of their education. We achieve this aim through our curriculum, our pedagogical approach and the enrichment opportunities we provide. Our vision is that 'our school is a happy dynamic community where every child is inspired through discovery and learning, to reach their full potential, in preparation for a successful future'.

This document sets out the strategic priorities agreed by the Parkgate Family Governors and Staff. It is informed by the school's rigorous self-evaluation system, the most recent external reviews from our School Improvement Partner and the Ofsted report (July 2024) and underpinned by the School's vision and ethos.

Number of pupils on roll	240	Number of pupils eligible for pupil premium	32	Number of pupils with a statement of special educational needs (SEN) or an education, health and care (EHC) plan	4 EHCP and 2 at application process. 41 SEN
Percentage of pupils on track to meet expected attainment- ARE	Yr 3,4 &5 R – 77.7% W – 72.6% M – 73.7%	Percentage of pupils on track to exceed expected ARE	Yr 3,4 &5 R – 24.5% W – 12.8% M – 30.7%	Number of pupils currently not on track to meet expected ARE	Yr 3,4 &5 R – 24.4% W – 27.4% M – 26.3%
		Most recent Ofsted grade	Outstanding but need for graded inspection (July 2024)	Staff turnover for the previous year	3 teachers – 1FT,2 PT 1 TA and 1 Office staff
Percentage of pupils with English as an additional language (EAL) and Minority Ethnic (ME)	44% 81%	Overall absence	94.84%	Persistent absence	13.79%
Key Ofsted actions from last report	<ul style="list-style-type: none"> For a few pupils with SEND, learning targets set are not sufficiently precise. This means that support for these pupils is not as effective as they require. The school must ensure that these pupils' targets are specifically aligned to address their exact learning needs. Staff need to then identify the most appropriate actions needed to support pupils to quickly achieve these targets. The feedback given to pupils about how to deepen their knowledge in foundation subjects and in writing is not consistently precise enough. As a result, pupils are not securing knowledge in the level of depth and detail to meet the ambitious curriculum aims. The school needs to ensure that all staff consistently provide pupils with specific feedback on how to extend their knowledge in foundation subjects and in their writing. The school must check that this feedback is acted on so pupils gain that deeper understanding and achieve more highly. 				
KEY AIM THIS YEAR	This year, our aim is to make sure practise/practice makes permanent. Supporting the children to remember what comes before and after, making those links so our brain creates strong pathways.				

The SIP is underpinned by detailed plans for each curriculum area.

Quality of Education – 1a - Inclusion

To ensure that pupils' targets are specifically aligned to address their exact learning needs and then identify the most appropriate actions needed to support pupils to quickly achieve the targets and make exceptional progress.

Lead: Emma Williams

Objective	Specific Actions	Person Responsible	Success Criteria	Specific Monitoring (dated)	Evaluation of impact on pupil progress	Resource Implication
QoE 1.1 To ensure that all groups make at least good progress from their starting points and have support that is tailored to their own needs.	<ul style="list-style-type: none"> Timely identification of needs for incoming pupils in Year 3 in Autumn Term, through liaison with Infant school, class teachers and parents. Clear identification of pupils (previously Lowest 20%) who need support in different curriculum areas through pupil progress meetings (PPM). Ensure both scaffolding (e.g. for SEND or previously Lowest 20%) and challenge (e.g. for HA) are visible in planning and through high quality teaching. Inclusion meeting termly Conduct work/planning scrutiny every term and consider: <ul style="list-style-type: none"> ➤ Could the work be more accessible? e.g. font size and colour of writing on worksheets/ simplified? ➤ Is the marking clear? i.e. can the pupils understand it? ➤ Does the work in books represent pupils building on their existing skills (how do we show progress for these pupils)? Ensure timely interventions are used as needed with both teachers and support staff, making links with work 	SENCO SLT HT All staff Subject leaders	<ul style="list-style-type: none"> All new pupils' needs identified and Support Plans written if necessary. PPM taking place monthly. Book scrutiny, pupil voice and learning walks will assess the effectiveness of support, e.g. <ul style="list-style-type: none"> ➤ Accessible work ➤ Clear marking ➤ Pupils building on their existing skills Timely interventions provide a high quality of teaching, linked to in-class learning. Staff provide a high quality of support in lessons QFT Clear Needs and Provision Maps kept up to date, termly Interventions are visible on Need and Provision maps in each class. Learning walks show quality of teaching during interventions, and support given by TAs. TA support in and out of class drives learning. SDS/ mini targets visible during book scrutiny. Progress of individuals needing support tracked at least termly. Inclusion meeting records <ul style="list-style-type: none"> ○ Termly report will be written and presented to governors. 	Inclusion report given to governors, termly. PPM monthly. Assessments termly. Learning walks termly. Planning scrutiny termly. Book scrutiny termly.		

	<p>in-class, e.g. TA/ CT/ Same Day Support (SDS) highlighted in books where used.</p> <ul style="list-style-type: none"> ● Mini Targets used by staff to scaffold tasks ● Regular pupil voice to check support is meeting needs of children. ○ Termly assessment and analysis of data carried out in addition to PPM through inclusion report to governors. 					
<p>QoE 1.2 To ensure good outcomes for pupils' academic progress ,achievement and wellbeing, through timely, specific interventions.</p>	<ul style="list-style-type: none"> ● Monitor SEND provision and inclusion: <ul style="list-style-type: none"> ➢ Review Support plans half termly through SENCO meetings with teachers. ➢ Ensure all targets are SMART ➢ Review need & provision maps termly. ➢ Review outcomes of academic interventions in termly. ➢ Review outcomes of school mental health interventions, termly. ● Create a record of specific interventions in the main areas of need, to best support provision in school. ● Track termly progress and achievement for identified individuals with mental health and wellbeing vulnerabilities, through pupil voice. ● Use trained TAs to run effective interventions. ● Ensure that pupils with highest level of need are being supported by staff with most experience, to maximise the impact of support from TAs (B&PT 2c). 	<p>SENCO SLT HT All staff Subject leaders</p>	<ul style="list-style-type: none"> ● Learning walks show high quality teaching with SENd pupils supported to achieve at least a good outcome during every lesson ● Support plans reviewed half termly, using SMART targets ● Need & provision maps reviewed termly. ● Academic interventions reviewed termly. ● Record of specific interventions created. ● Intervention outcomes for all interventions recorded in TA files. ● Progress of individuals needing support tracked at least termly. ● Pupil voice shows pupils feel that they have support to enable them to achieve ● Support staff adapt provision to support pupil need, successfully ● Interventions and additional support have measurable impact ● Pupils will make positive progress termly ● Enrichment activities have an impact on the engagement of SEN children 	<p>Learning Walk records Pupil Progress meeting records Inclusion meeting records SEN Assessment steps</p>		

	<ul style="list-style-type: none"> • Enrichment activities planned as part of the curriculum. • Develop small step assessments to show SEND children's progress 					
QoE 1.3 To ensure effective training and support to ensure best practice with/for all staff.	<ul style="list-style-type: none"> • Audit teaching staff to ensure all are knowledgeable about the SEN information report, and that this is reflected in consistent practices across the school (B&PT 5c). • TA skills audit to assess levels of knowledge/ confidence, particularly for new staff. • Ensure staff understand the importance of reviewing the impact of interventions. • Complete targeted training based on the results of the audit for TAs on specific interventions supporting staff with their understanding of the four broad areas of need. • Run SEN training for new teaching and support staff ○ Ensure all staff have a consistently high level of understanding about the inter-relationship between the four broad areas of need and improves outcomes and progress (Benchmarking & Planning Tool 1c). 	SENCO SLT HT All staff	<ul style="list-style-type: none"> • Shared SEN Information report with teaching staff and conduct audit Autumn term. • Audited TA skills Autumn Term. • TA training, weekly on school priorities • All teachers trained in Essential Writing ○ SEND INSET/ Staff meetings held termly. 	SEN Information report shared Autumn term. TA training weekly. SEND Staff meetings/ INSET held termly.		
QoE 1.4 To communicate sensitively, appropriately and effectively with parents and pupils with SEND.	<ul style="list-style-type: none"> • Develop role of new SEN governor with termly meetings. • Create and set questionnaire for parents and pupils with SEND about SEND provision. • Analyse SEN questionnaire and use to inform developments in practice (B&PT 3d). • 	SENCO SLT HT	<ul style="list-style-type: none"> • Meetings with SEN governor take place termly. • SEND parent and pupil voice conducted in Summer 24 then again in Autumn 24. • Analysis will take place Autumn term. • Shared with SLT and governors in termly report Autumn term. 	SEND governor report shared with SLT termly. Parent and pupil voice analysis shared with governors Autumn term.		

Mid point review of Priority	3 Strengths 1. 2. 3.	3 Areas of continued focus 1. 2. 3.
Final point review Priority	3 Strengths for next year 1. 2. 3.	3 Areas of continued focus for next year 1. 2. 3.

Quality of Education – 2 – Literacy and writing across the curriculum

To ensure that all staff consistently provide pupils with specific feedback on how to extend their knowledge in foundation subjects and in their writing. The school must check that this feedback is acted on so pupils gain that deeper understanding and achieve more highly

Lead: Jenny Osborne

Objective	Specific Actions	Person Responsible	Success Criteria	Specific Monitoring (dated)	Evaluation of impact on pupil progress	Resource Implications
QoE 2.1 To ensure that all staff consistently provide pupils with specific feedback on how to extend their writing. The school must check that this feedback is acted on so pupils gain that	<ul style="list-style-type: none"> • Essential Writing training 9/10/24 • Training and planning staff meetings for implementation • Staff meeting on developing writing skills for staff, including support staff • Support from TLA – Rickella Griffiths • Purchase of new texts • Staff meeting on feedback for writing • Joint moderation and in-house moderation of writing • Planning format for writing 		<ul style="list-style-type: none"> • Evidence of high quality writing with feedback that moves learners on. • All teachers confidently and consistently using Essential Writing planning to support teaching and learning • Time and focus spent on all stages of writing – planning, drafting, editing and rewriting • Evidence in planning • Evidence of ‘Gold Standard’ writing in books • Children to take pride in producing high quality texts 			

deeper understanding and achieve more highly	<ul style="list-style-type: none"> • Trouble shooting issues • Use of shorter writing blasts and longer writing opportunities to build children's writing stamina. • Weekly handwriting practise to develop fine motor skills • Writing wall boards – showing Gold standard writing 		<ul style="list-style-type: none"> • Children working through handwriting booklets and additional handwriting sessions for some children • Evidence of high-quality writing displayed around the school • Children working through handwriting booklets and additional handwriting sessions for some children 			
QoE 2.2 To develop writing across the whole curriculum. All children regularly producing high quality extended writing across the curriculum	<ul style="list-style-type: none"> • LiLAC refresher training Sept '24 • Training on writing for purpose • Monitoring of LiLAC by subject leaders • Use of LiLAC strategies to create extended writing opportunities in all curriculum areas (1x Science and 1x Foundation termly) • Ensure that timetable allows for writing sequence and time in other subjects 		<ul style="list-style-type: none"> • Evidence of writing for purpose • Evidence of clear writing sequence in subjects other than English • Learning walks completed • Gold standard writing in other subjects 			
QoE 2.3 To increase the conversion of WTS to EXS in reading across all year groups	<ul style="list-style-type: none"> • Reading Age tests in Sept to identify at risk children • Reading skills focussed on daily in Guided Reading sessions and weekly in comprehension sessions • Check book choices • Planning for Guided Reading sessions including analyse texts, looking at authorial intent, the effect of language and links to other works, not only building vocabulary. • Sufficient scaffolding to allow less confident readers to access the class texts. • Children receiving explicit word reading and reading comprehension • Use of high quality 'ambitious' texts in whole class/ supported sessions. 		<ul style="list-style-type: none"> • Positive Reading Age Analysis • Monitoring and reports on implementation of improvement in reading. • Pupil Progress Meeting evidence • Evidence in books and through discussion of a deeper level of analysis of texts in KS2. • RfP strategies employed to gain and maintain high engagement in reading for all children • Evidence of Reading lesson weekly • Agreed reading spine on Staff Shared. • Texts purchased in HfL planning and recommended reading lists • Data on system termly monitored by JO 			

QoE 2.4 To develop teaching of Oracy across the school	<ul style="list-style-type: none"> Subject Leader – Debate Challenge Staff training – teachers and support staff Half termly tasks for each class, planned on English planning Professional development of oracy across the subjects 	Class teachers	<ul style="list-style-type: none"> Clear Oracy strategy and inclusion in Literacy Policy Debate Challenge successfully introduced Curriculum developed for Oracy – small opportunities introduced half termly Staff confident on supporting and modelling standard English. 			
---	--	----------------	---	--	--	--

Mid point review of Priority	3 Strengths 1. 2. 3.	3 Areas of continued focus 1. 2. 3.
Final point review Priority	3 Strengths for next year 1. 2. 3.	3 Areas of continued focus for next year 1. 2. 3.

Quality of Education – 3 Maths

To ensure that the curriculum and teaching of maths is being adapted precisely enough for ALL children to attain and progress well by the end of Year 6 based on individual starting points – year 2 of 2

Objective	Specific Actions	Person Responsible	Success Criteria	Specific Monitoring (dated)	Evaluation of impact on pupil progress	Resource Implication
QoE 3.1 To focus on increasing the conversion from WTS to ARE in all year groups	<ul style="list-style-type: none"> Year 6 SATs baseline Focus on arithmancy skills and high frequency strands Refresh the teaching sequence 		Baseline to KS2 tests - half termly Improvements in KS2 SATs ARE Improvements in the conversion of WTS to ARE	Termly report to governors termly update for school		

	<ul style="list-style-type: none"> • Ensure ARE/GDS are provisioned for appropriately • In year 6 - PPM 3 weekly focussed on WTS. All other classes 6 weekly • Guided group with casting off method to ensure all WTS children make some progress in the lesson • TA responsive monitoring - sending children back to guided group as needed. • Diagnostic assessments identify gaps • TA training on maths interventions e.g 'you can' maths • Analysis of changes to Maths planning, teaching and impact 		<p>Appropriate resources are used to stretch the more able and there is an impact on progression.</p> <p>Casting off method used regularly by CTs</p> <p>Learning walks show implementation</p> <p>Planning and books indicate adaptations in both support/scaffolds and curriculum</p> <p>Implementation of interventions and impact</p> <p>Analysis of Maths changes</p>	<p>improvement file</p> <p>Evidence in school improvement file</p> <p>TLA visit reports</p> <p>HIP reports</p> <p>Termly learning walks</p> <p>Termly work and planning scrutiny</p> <p>Evidence in school improvement file</p>		
<p>QoE 3.2</p> <p>To ensure that the bottom 20% of pupils are making at least good progress</p>	<ul style="list-style-type: none"> • Ensure that teachers have a clear understanding of the provision opportunities available • Staff meeting to feedback on strategies and refresh • Monitoring of agreed actions • PP meetings to discuss provision • Pupil voice to capture perceptions. • Audit of concrete apparatus across the school • Overhaul of the maths boxes ensuring there is enough equipment and it is being used appropriately • Consider the use of <ul style="list-style-type: none"> • Track back documents • Wakefield diagnostic scale • Maths interventions/Same day support 		<p>Teachers are confidently using a range of provision opportunities to meet the individual needs of children</p> <p>Planning and books indicate adaptations in both support/scaffolds and curriculum</p> <p>PP meetings</p> <p>Pupil voice is used to adapt provision</p> <p>There is a solid understanding of what resources we have and what we need</p> <p>Monitoring of apparatus use.</p> <p>Positive impact</p>	<p>Termly report to Governors</p> <p>Evidence in school improvement file</p> <p>TLA visit reports</p> <p>HIP reports</p>		

QoE 3.3 To develop the teaching of maths fluency so that there is clear impact for all pupils	<ul style="list-style-type: none"> • Review of the effectiveness of fluency sessions in their current form • Amendments to fluency sessions in light of the review • Assess impact 		Staff voice on fluency inform Fluency refresh and is operational Training on fluency Monitoring of fluency	Report to Governors		
---	---	--	---	---------------------	--	--

Mid point review of Priority	3 Strengths 1. 2. 3.	3 Areas of continued focus 1. 2. 3.
Final point review Priority	3 Strengths for next year 1. 2. 3.	3 Areas of continued focus for next year 1. 2. 3.

Behaviour and Attitudes

To ensure all members of the Parkgate family have a safe, positive environment which they can take pride in

Lead: Sarah Plpe

Objective	Specific Actions (dated)	Person/s Responsible	Success Criteria	Specific Monitoring (dated)	Evaluation of impact on pupil progress	Resource Implication
BA 2.1 Parkgate Family Values Ongoing – For all pupils to know and use the Parkgate Family Values	<ul style="list-style-type: none"> Recap regularly during assembly and in class on the Parkgate Family Values Introduce special certificates for demonstrating Parkgate values Assembly on the values and behaviours that pupils should display around the school 		<ul style="list-style-type: none"> Pupils demonstrate knowledge and application of Parkgate family values Children's use of values celebrated in assembly 	Weekly		
BA 2.2 Safeguarding To ensure pupils feel safe and confidently deal with situations they feel uncomfortable with – online and in real world - bullying, racism, child on child abuse etc.	<ul style="list-style-type: none"> Up to date KCSIE read and understood by all staff Provide appropriate and regularly updated staff training Challenge inappropriate behaviours and know how to make a report Updated behaviour policy – focus on inclusion and exclusion aspects Pupil and staff voice E-safety sessions with parents and pupils Training on who and how we support children with epi-pens Training for all children on racism and use of language 		<ul style="list-style-type: none"> Evidence of staff training, monitoring and impact through staff records of how Safeguarding is an integral part of school life Pupils understand how to keep themselves safe and know how to get help. E-safety workshops for parents and pupils All staff can identify children with epi-pens Children understand what racism is and how to identify and ensure that it is dealt with at Parkgate 	Termly on SIP updates		
BA 2.3 Attendance To ensure that those children with persistent	<ul style="list-style-type: none"> Identify those children with previously persistent absence and meet with Parents in first month Office staff to ring PA parents and book in appointment/phone call 		<ul style="list-style-type: none"> PA pupils all have a support plan created with their class teacher Clear procedures to follow to identify PA children on day one or two 	Monthly Attendance Updates – Office and SLP Governors updates termly for FGB		

absenteeism have support plans which are analysed termly to ensure pupils have every support to attend- year 2 of 2	<ul style="list-style-type: none"> with HT on first day, if no clear answer is received. ○ Support plan put in place for children who have PA – identifying positive aspects of school, removing barriers to attendance. ○ Weekly update with Office staff for PA children ○ Use of Attendance officer and FPN, if necessary. ○ EBSA support, if needed 		<ul style="list-style-type: none"> ○ HT to meet with parents of all PA children and monitor absence ○ SLP to meet with all children with PA to review their support plan. 	Clear analysis of absence		
BA 2.4 Behaviour To have clear behaviour structure for all aspects of school life.	<ul style="list-style-type: none"> ○ Refresh with staff and children about 'Proud to be Parkgate' and the expectations in class and when moving around the school. ○ To have clear expectations of behaviour in the school, so that all children understand how they should behave ○ Behaviour for Learning animals used to highlight appropriate behaviours in lessons ○ Introduction of Penguin class for dysregulated behaviour. 		<ul style="list-style-type: none"> ○ Behaviour for learning ensures pupils are fully engaged in their lessons ○ Pupils have a clear understanding of the behaviour policy and the expectations on behaviour ○ Clear structure and expectations of Behaviour across the school ○ Penguin Class integrated into whole school behaviour structure 	Evidence of playground, lunchtime and classroom charters/rules created by children		
BA 2.5 Behaviour To introduce the Playground Ambassadors and how they support other children	<ul style="list-style-type: none"> ○ To re-introduce Playground Ambassadors ○ Train school councillor children from each year group to be on duty during playtimes to support those children who are feeling upset or need a friend ○ To monitor impact of the Ambassadors 		<ul style="list-style-type: none"> ○ Children have peers to talk to on the playground to discuss issues and to include others ○ Ambassadors feel valued and enjoy the role ○ Children know where to get peer to peer support. 			

Mid point review of Priority	3 Strengths 1. 2. 3.	3 Areas of continued focus 1. 2. 3.
Final point review Priority	3 Strengths for next year 1. 2. 3.	3 Areas of continued focus for next year 1. 2. 3.

Personal Development	
To create opportunities for wider personal development that enrich the pupil's experience at school and develop well rounded, confident learners	Lead: Sarah Drake/Sally Croxford

Objective	Specific Actions (dated)	Person/s Responsible	Success Criteria	Specific Monitoring (dated)	Evaluation of impact on pupil progress	Resource Implication
PD 3.1 To achieve re-accreditation of the Green Eco Award	<ul style="list-style-type: none"> Reapply for the Eco Award To ensure the Eco-Council is part of the process and taking an active role in the school To check that all opportunities are being used to take part in Eco activities Linked eco-award/ Green Schools activities with International schools projects 		<ul style="list-style-type: none"> School has successfully been re-awarded the Eco Green Award Eco Council making a visible Contribution to school life and the environment. 	Planning meeting in Autumn 1 Filling in the Eco forms Set up of eco-council and working plan documents Governor report, Termly Training with all staff		
PD 3.2 To evaluate school Mental Health	<ul style="list-style-type: none"> Audit mental health provision at Parkgate. Reflect on practice and interventions available. 		<ul style="list-style-type: none"> Termly reports produced by MHL. 	July 2024		

provision and obtain the Wellbeing in Education School's Mark (Hertfordshire).	<ul style="list-style-type: none"> ● Collect evidence from 8 themes as set out in the DfE's guide to promoting CYP's mental health and wellbeing: <ul style="list-style-type: none"> ➢ Leadership and management ➢ Ethos and environment ➢ Curriculum, teaching and learning ➢ Student voice ➢ Staff development, health and wellbeing ➢ Identifying need and monitoring impact ➢ Working with parents, carers, and families ➢ Targeted support and appropriate referrals ● Meet with the Wellbeing in Education assessor for external moderation after the self-assessment has been completed. ● Use these findings to inform a new Mental Health Action Plan. ● Year 6 pupil 'youth ambassadors' to be trained by SD and gather pupil views as part of the audit. 		<ul style="list-style-type: none"> ● Mental health provision audited. ● Evidence collected in support of themes as set out by DfE. ● Meeting with Wellbeing in Education assessor for external moderation. ● Mental Health Action Plan for 2025 and beyond created ● Wellbeing in Education Mark awarded ● Year 6 youth ambassadors trained and carry out activities in school ● Year 6 youth ambassadors to support completion of the school self-assessment form and new Mental Health action plan. 	Wellbeing governor report shared with SLT termly. Pupil voice analysis shared with governors termly. Audit and evidence collected Autumn Term 2024. Meeting with assessor TBC. Mental Health Action Plan written after meeting with assessor. Year 6 youth ambassadors to feedback to governors at the end of the academic year		
PD 3.3 To lead as an international school, participating in the Turing Scheme	<ul style="list-style-type: none"> ● To participate in the Turing scheme ● Create links with at least 3 schools ● To apply for the Turing project ● To apply for re-accreditation as an International School ● To re-apply for the International Schools Award ● Arrange individual projects with international themes ● Visit Tarnsjo in Sweden with 12 children and 3 adults ● Mother Tongue and International Food Festival planned ● Reapply for Turing Project 		<ul style="list-style-type: none"> ● International links with 3 other schools leading to rich international project ● Visit to Sweden successfully completed ● re-accredited plan in place for International School Award ● Mother Tongue week held with all school ● Application for new Turing project 	Termly updates Reports Applications forms for British Council and Turing Project		

PD 3.4 To develop real life skills and prepare pupils for the world of work	<ul style="list-style-type: none"> • Research and plan whole school trip • whole school trip with a focus on developing real life skills • Parental visits into school to showcase their jobs • ‘Take your child to work’ week • XC week on world of work 		<ul style="list-style-type: none"> • XC week on world of work • Whole school trip • Parents visited to discuss their jobs • Pupils can go to their parent’s work to see what they do. 	Governors reports Newsletters Photographs Publicity		
Mid point review of Priority	3 Strengths 1. 2. 3.			3 Areas of continued focus 1. 2. 3.		
Final point review Priority	3 Strengths for next year 1. 2. 3.			3 Areas of continued focus for next year 1. 2. 3.		

Leadership and Management

To ensure that throughout the whole school community there is a strong, shared vision focussing on high quality education and high aspirations of members of the Parkgate family.

Lead Sarah Pipe

Objective	Specific Actions (dated)	Person/s Responsible	Success Criteria	Specific Monitoring (dated)	Evaluation of impact on pupil progress	Resource Implication
LM1 Theme: Practice/Practise makes permanent To develop an ethos where all members of the Parkgate Family strive to keep on trying and practising to learn and grow more.	<ul style="list-style-type: none"> Comprehensive training and CPD for all staff Pupil workshops on how their brains work – brain buddies in year 5 and alternate sessions in LKS2 and Year 6 Parent workshops and support on how children's brains learn Staff training with Robin Launder – making learning sticky Inclusion support/training to develop parental understanding Rigorous monitoring and pupil progress by senior leaders Curriculum lead supporting staff to develop their own pedagogy Refresh of Book Study Method 		<ul style="list-style-type: none"> Parkgate family buy into whole school theme. Pupils understand how their brain works and how they can develop the practise outlook – If at first you don't succeed... try, try again! Leaders focus on the improving outcomes and providing the most relevant and rich curriculum for all learners All our learners are included and challenged through our Curriculum, Pastoral support and Parkgate family Values. Parents consulted and evaluate impact of training and workshop sessions. Curriculum updated and tailored to include revisiting themes and objectives to ensure it becomes sticky knowledge 	Termly		
LM2 To ensure effective training and support to ensure best practise with/for Teaching Assistants with a focus on supporting Penguin classes.	Ongoing: <ul style="list-style-type: none"> Training on supporting the children in the classrooms Training in SEND support for all staff, to ensure a high quality of support in whole-class lessons. e.g EEF training TA Training on supporting children with complex SEMH needs 		<ul style="list-style-type: none"> ALL learners are supported in the classroom and where necessary, through interventions. TA's feel confident about how they support all learners Class Teacher's confidently direct support of the children in their class and know where they are. 	Termly report given to governors. Termly INSET planned into SENCO and Lead TA timetables. INSET carried out termly.		

	<ul style="list-style-type: none"> ○ Robin Launder training course for all support staff. ○ Training is made available through DSPL9, staff and TA meetings, and INSET. ○ Monitor the quality of teaching given in class and during interventions and support offered by TAs. ○ Monitor interventions to assess their effectiveness. ○ Ensure all pupils have the tools to succeed, focusing on fine motor skills. ○ TAs are using new knowledge and skills when interacting with children 		<ul style="list-style-type: none"> ○ Learning walks, book study method, book and training scrutiny, pupil and staff voice show that all learners are being supported. 	<p>Termly learning walks, book scrutiny.</p> <p>Training made available to all staff termly.</p> <p>Termly learning walks re: interventions.</p> <p>Termly learning walks and book scrutiny re support.</p>		
LM3 To ensure the culture of safeguarding is an integral part of school life	<ul style="list-style-type: none"> ○ Staff update on KCSiE2024 ○ Annual Review of Systems: Review the filtering and monitoring systems every year - consider the specific needs of vulnerable student groups, such as those with special educational needs (SEND) or English as an additional language (EAL). ○ Governing board review the DfE's filtering and monitoring standards. ○ Real-Time Scanning and Enforced Illegal Content Filters added to school computers ○ Meet the cyber security standards for schools ○ Safeguarding included on Assembly timetable 		<ul style="list-style-type: none"> ○ All staff up to date on KCSiE2024 ○ Online and offline safety are a priority around the school ○ Governors have reviewed the filtering and monitoring ○ SENSO added to school system with training for staff and children ○ School has met the cyber security standards ○ Children understand how to keep themselves safe 	<p>Governor minutes</p> <p>Filtering and monitoring log</p> <p>Cyber standards</p> <p>SENSO system</p>		

LM4 To write a comprehensive policy for teaching and learning, assessment and feedback	<ul style="list-style-type: none"> ○ Bring books each week to staff meeting to look at standards as well as presentation ○ Create an exemplar for each year group of presentation and handwriting ○ Research into effective feedback for children / visits to other schools ○ Staff meetings about assessment and feedback ○ Staff meeting with draft policy 		<ul style="list-style-type: none"> ○ New comprehensive Policy on T&L, Assessment and Feedback. ○ Staff and pupil voice considered ○ Research used to support new policy ○ Clear system throughout school that meets the needs of staff and pupils ○ Improvement in pupil response to feedback 	Governor minutes Staff meeting minutes Pupil books		
Mid point review of Priority 1	3 Strengths 1. 2. 3.			3 Areas of continued focus 1. 2. 3.		
Final point review Priority 1	3 Strengths 1. 2. 3.			3 Areas of continued focus 1. 2. 3.		