

Parkgate Junior School
2025-26- School Improvement Plan including Ofsted Action Plan

**English Lead
Jenny Osborne**

- Lead on improving outcomes in Literacy
- LiLAC lead and Oracy development
- Planning Scrutiny and Book Scrutiny
- Leading INSET SAT's and RA Analysis and feedback

**Key Governor
Julie Rolls**

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

DSEA- Joanna Di Bella

- 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 Oi, Oi, Oi
- 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

Oi,Oi,Oi – Online, Oracy, OPAL

1. Inclusion - To ensure pupils' targets are precisely aligned with their individual learning needs, and to implement evidence-informed strategies to accelerate progress and enhance learning outcomes.
- 2a. Curriculum and Teaching - To introduce a structured Oracy Curriculum that builds confident, purposeful communication, while continuing to refine our writing sequence to ensure clarity, progression, and high standards across all year groups.
- 2b. Curriculum and Teaching To create a balanced hybrid learning model that integrates digital platforms—such as Learning by Questions—alongside development of pupils' traditional reading, writing and maths skills, so that technological innovation supports, rather than replaces, core skills and high-quality teaching. -
3. Attendance and Behaviour – To ensure that pupils want to attend school, feel safe and understand what to do if things go wrong.
4. Personal Development and Well-Being - To successfully implement the OPAL (Outdoor Play and Learning) programme across our school community, fostering high-quality outdoor play and supporting children's wellbeing, development, and learning.
5. Leadership and Governance - To ensure that throughout the whole school community there is a strong, shared vision that meets the needs of all 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
- Monitoring attendance and voicing concerns to SLT
- Have welcoming, safe premises
- Relevant and timely training

**Teaching and Learning/ Curriculum Lead -
Sally Croxford**

- 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
- To be Curriculum Play Lead for OPAL project

**Teaching and Learning Advisor
Charley McKay/Rickella Griffiths**

- 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
Emma Williams**

- 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
- Lead on training for all staff on Inclusion

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	239	Number of pupils eligible for pupil premium	32 + 1 CLA	Number of pupils with a statement of special educational needs (SEN) or an education, health and care (EHC) plan	8 EHCP & 38 SEN Support
Percentage of pupils on track to meet expected attainment- ARE	Yr 3,4 &5 R – 79% W – 79% M – 76%	Percentage of pupils on track to exceed expected ARE	Yr 3,4 &5 R – 24.6% W – 11.3% M – 27.8%	Number of pupils currently not on track to meet expected ARE	Yr 3,4 &5 R – 21% W – 21% M – 24%
		Most recent Ofsted grade	Outstanding but need for graded inspection (July 2024)	Staff turnover for the previous year	3 teachers – 1FT moved to PT and 2 TA moved on
Percentage of pupils with English as an additional language (EAL) and Minority Ethnic (ME)	45% - EAL 80% - ME	Overall absence – 2024-25	96.47%	Persistent absence	4.52%
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, we are promoting Oi,Oi,Oi – Online impact, OPAL (Outside Play and Learning) and Oracy. We are focussed on improving outcomes through the use of technology alongside more traditional methods, developing how the children play and creating an Oracy curriculum that focuses on communication skills.				

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

1 - Inclusion

To ensure pupils' targets are precisely aligned with their individual learning needs, and to implement evidence-informed strategies to accelerate progress and enhance learning outcomes.

Lead: Emma Williams

Objective	Specific Actions	Person Responsible	Success Criteria	Specific Monitoring (dated)	Evaluation of impact on pupil progress	Resource Implication
<p>1.1 To ensure that all groups make at least good progress from their starting points and have support that is individually tailored through pupil targets specifically aligned to address their exact learning needs.</p>	<ul style="list-style-type: none"> • Precise identification of needs for Year 3 pupils 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. • Ensure timely interventions are used as needed with both teachers and support staff, making links with work in-class, e.g. TA/ CT/ Same Day Support (SDS)/NOFAN (never, often, frequently, always, naturally) highlighted in books where used. • Ensure there is improved monitoring of intervention outcomes across the school, by monitoring Class TA files, alongside APDRs. • Monitor SEND provision and inclusion: • Review Support plans half termly through SEND Pupil Progress meetings with teachers. 	<ul style="list-style-type: none"> •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. • 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 through 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 • Termly report will be written and presented to governors. 	<p>Inclusion report given to governors, termly. PPM monthly records. Assessments termly. Learning walks termly. Planning scrutiny termly. Book scrutiny termly. SEND Pupil Progress meetings, termly. Inclusion meeting records SEN Assessment steps.</p>		

	<ul style="list-style-type: none"> • Ensure all targets are SMART • Review need & provision maps termly. • Review outcomes of academic interventions, termly. • Review outcomes of school mental health interventions, 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)? • 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. • 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). • Enrichment activities planned as part of the curriculum. • Develop small step assessments to show SEND pupils' progress. 		<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 - NOFAN • Pupils will make positive progress termly. • Enrichment activities have an impact on the engagement of SEN children 			
1.2 To ensure that all pupils with complex SEN	<ul style="list-style-type: none"> • Audit current provision for complex SEND pupils: Autumn 2025. 	<ul style="list-style-type: none"> • SENCO • SLT • HT 	<ul style="list-style-type: none"> • Specific: Tailor curriculum and provision for complex SEN pupils, including curriculum clarity, 	Planning scrutiny termly.		

<p>have access to a clear, individualised curriculum that is appropriately tailored, tracked, and reviewed, to improve engagement, progress, and well-being.</p>	<ul style="list-style-type: none"> •Develop and roll out individualised curriculum pathways by end of Autumn 2025. •Train staff on learning through play, outdoor learning, and managing complex behaviour: Autumn 2025. •Embed regular small-group and outdoor sessions in weekly timetables: Spring 2026. •Involve external agencies to review and co-plan provision: ongoing each term. •Termly review of engagement, progress and behaviour logs: ongoing all year. 	<ul style="list-style-type: none"> • All staff 	<p>personalised learning, and integration of specific approaches (e.g. outdoor play, behaviour strategies).</p> <ul style="list-style-type: none"> • Measurable: • 100% of complex SEN pupils to have an individualised provision map or curriculum pathway in place. • Progress reviewed termly via tracking systems. • Behaviour incidents reduced by 20% for targeted pupils (tracked via CPOMs). • Engagement levels increased (tracked through observations and engagement scales). • Achievable: Staff training, timetabled small group sessions, structured outdoor learning activities, and access to external specialists (e.g., SALT, OT, SEMH professionals) will be used to implement changes. • Relevant: Aligns with SEND Code of Practice, Ofsted framework on high-quality inclusive education, and the school’s commitment to improving outcomes for all learners. • Time-bound: Fully implemented and embedded by end of Summer Term 2026, with progress checkpoints at the end of each term (Autumn 2025, Spring 2026, Summer 2026). 	<p>Book scrutiny termly. SEND Pupil Progress meetings, termly. Inclusion meeting records.</p>		
<p>1.3 To ensure that staff are supported to develop the expertise and experience to provide effective additional</p>	<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. 	<ul style="list-style-type: none"> •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. • Weekly training 	<p>SEN Information report shared Autumn term. TA training weekly. SEND Staff meetings/ INSET held termly.</p>		

<p>support and regularly check whether this is having the intended impact.</p>	<ul style="list-style-type: none"> • Explicit training of Year 3 Teachers and TAs, to meet the complex needs of their SEND pupils. • PM targets for TAs. • Create a record of specific interventions in the main areas of need, to best support provision in school. • Ensure staff understand the importance of reviewing the impact of interventions. • TA Training timetable each term: • Weekly training on Reading, assessments, Mental Health, Oracy, Opal, Maths, SEMH, Speech and language, Dyslexia, ADHD, ASD • DSPL9 training and support • Learning walks and pop in visits to support effective implementation • Visit to Infant School • Class teacher/TA meeting termly. • DSPL9 Training for SENCo and all staff e.g. Dyslexia training Autumn Term. • 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). 		<ul style="list-style-type: none"> • SENCo and SLP support • Class Teacher support and feedback • NOFAN • CT/TA meeting – cover used • DSPL9 training 			
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<p>Mid point review of Priority XXXX</p>	<p>3 Strengths</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>3 Areas of continued focus</p> <ol style="list-style-type: none"> 1. 2. 3.
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Final point review Priority	3 Strengths for next year	3 Areas of continued focus for next year
	1.	1.
	2.	2.
	3.	3.

2a – Curriculum and Teaching - Oracy and writing

To introduce a structured Oracy Curriculum that builds confident, purposeful communication, while continuing to refine our writing sequence to ensure clarity, progression, and high standards across all year groups.

Ofsted Action Plan: To give precise, specific feedback to improve their knowledge in writing and foundation subjects

Lead: Jenny Osborne and all Foundation subject leads

Objective	Specific Actions	Person Responsible	Success Criteria	Specific Monitoring (dated)	Evaluation of impact on pupil progress	Resource Implication
2.1 - To develop pupils' language capability (including oracy) to support their reading and writing	<ul style="list-style-type: none"> Establish a clear Oracy strategy and update Literacy Policy (Sept '25) Staff training (teachers + TAs) on oracy strategies: oral rehearsal, sentence stems, structured talk (Sept '25) Half-termly class oracy tasks (debates, presentations, role-play) Pre-teach key vocabulary and idioms, especially for SEND/EAL Provide oracy opportunities across school (Oracy Assemblies, oracy lunch clubs, pupil speeches, oracy opportunities planned into lessons) 	JO/ CTs	<ul style="list-style-type: none"> Staff confidently model standard English and use oracy strategies consistently Oral rehearsal before writing evident in lessons Pupils use new vocabulary with increasing confidence across the curriculum Oracy Assembly monthly in which children from all classes address the school '5 Golden Rules for Presenting' posters visible in all classes. 			
2.2 – To ensure teaching of reading meets the needs of all pupils and accelerates progress for	<ul style="list-style-type: none"> Reading Age baseline in Sept to identify focus children Fidelity to phonics programmes (NNS/NNP) with refresher TA/CT training 	JO/CTs/TAs	<ul style="list-style-type: none"> Data to show range of children's reading across the school % of pupils at EXS+ increases across all year groups over the year Pupils able to discuss authorial intent and connections confidently 			

<p>those below age-related expectations</p>	<ul style="list-style-type: none"> • TA training for effective 1:1 reading support (EEF prompts) (Sept '25) • Guided Reading includes explicit comprehension strategies, authorial intent, and scaffolds for SEND/EAL • Reading Fluency groups, repeated reading, and whole-class fluency practice • Maintain/update Reading Spine; ensure ambitious texts linked to learning • RfP strategies: challenges, book chat, parental engagement • TAs to conduct YARCs on focus children to identify areas of need. 		<ul style="list-style-type: none"> • Classroom libraries in regular use; pupils articulate preferences • YARCs conducted on focus children to show improvement after support • Evidence in books of weekly engagement with Guided Reading texts • High quality books linked to planning purchased and maintained. • Books linked to SSPs purchased • All children's books matched. 			
<p>2.3 – To ensure high quality writing through clarity of sentence construction, stamina for extended writing, and pride in presentation</p>	<ul style="list-style-type: none"> • Staff audit of effectiveness of Essential Writing • Refresher training in Fixing Full Stops (FFS) strategies for CTs and TAs • Ensure sequence of writing is clear to children. • At least one extended outcome per unit with editing/rewriting time • Weekly handwriting practice; targeted support for identified pupils • "Gold Standard Writing" boards/walls to showcase high quality work and expectations • Staff training on giving precise, actionable feedback in writing. (TA training to support) • Teachers provide regular opportunities for pupils to respond to feedback and redraft • Moderation of writing both in staff meetings between year groups, and in cluster moderation meetings. 	<p>JO/ CTs</p>	<ul style="list-style-type: none"> • Feedback in books is specific, actionable and acted upon by pupils • Evidence of pupil editing/redrafting leading to improved outcomes • Pupils secure in sentence demarcation (progress in books) • Writing shows increasing stamina, cohesion and awareness of non-negotiables • Extended high-quality writing seen in English and foundation subjects • Pupils show pride in presentation and handwriting 			

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.

2b -Curriculum and Teaching – Online

To create a balanced hybrid learning model that integrates digital platforms—such as Learning by Questions—alongside development of pupils’ traditional reading, writing and maths skills, so that technological innovation supports, rather than replaces, core skills and high-quality teaching.

Lead: S. Croxford, J.Osborne and S. Mason

Objective	Specific Actions	Person Responsible	Success Criteria	Specific Monitoring (dated)	Evaluation of impact on pupil progress	Resource Implication
To improve pupil progress and engagement through the effective use of technology to personalise learning.	<ul style="list-style-type: none"> Implement a personalised learning strategy using LbQ, Google Classroom, and other appropriate digital platforms to support all pupils in meeting their individual targets. Setting differentiated online tasks at least once per week, based on ongoing assessment data. Providing personalised, actionable feedback Using platform analytics (e.g. LbQ reports, diagnostics) regularly to 	SC CT	<p>Effective use of digital platforms to enhance learning e.g. Purple Mash, Learning by Questions, Google Classroom etc.</p> <p>Regular tasks set based on assessment data</p> <p>Use of diagnostics and assessments to identify gaps and inform next step planning</p> <p>Demonstrating measurable impact through improvement in pupil attainment or progress, with a particular focus on the lowest 20% and disadvantaged pupils.</p>	Reports to Governing Body		

	<p>identify learning gaps and inform planning.</p> <ul style="list-style-type: none"> • Demonstrating measurable impact through an improvement in pupil attainment or progress, with a particular focus on the lowest 20% and disadvantaged pupils. • Analysis of the maths diagnostics on LbQ by Maths Lead. Compare the effectiveness with the HFL diagnostic tests. 					
<p>To write a hybrid teaching and learning policy that defines the integration of online platforms and traditional writing/book-based learning across the curriculum.</p>	<ul style="list-style-type: none"> • Create a policy that will ensure pupils benefit from the advantages of digital fluency while preserving the cognitive, emotional, and expressive depth developed through handwriting, reading physical texts, writing and maths. • Online tools are used to enhance—not replace—core learning experiences. • Complete handwriting tasks that support fine motor skills, memory retention, and personal expression. 	SLP/SC	<p>Book looks and digital audits show high-quality outcomes in both formats. Feedback from pupils and staff indicates that the hybrid approach supports learning, wellbeing, and independence. Planning reflects a blend of digital and traditional approaches.</p>			

Mid point review of Priority	<p>3 Strengths</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>3 Areas of continued focus</p> <ol style="list-style-type: none"> 1. 2. 3.
Final point review Priority	<p>3 Strengths for next year</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>3 Areas of continued focus for next year</p> <ol style="list-style-type: none"> 1. 2. 3.

3 - Attendance and Behaviour

To ensure that pupils want to attend school, feel safe and understand what to do if things go wrong.

Lead: Sarah Plpe

Objective	Specific Actions (dated)	Person/s Responsible	Success Criteria	Specific Monitoring (dated)	Evaluation of impact on pupil progress	Resource Implication
<p>3.1 Attendance To ensure high levels of attendance across all pupil groups, with particular focus on disadvantaged pupils, those with SEND, pupils known (or previously known) to children’s social care, and those facing additional barriers to learning and wellbeing, such as young carers.</p>	<ul style="list-style-type: none"> • Offer flexible support plans, including emotional regulation strategies, morning check-ins, or adapted start routines. • Assign key adults or mentors to pupils with persistent absence or known vulnerabilities. • Build trusting relationships with families through regular, empathetic contact. • Provide clear, accessible information about the impact of attendance and available support. • Work proactively with external agencies to remove barriers. • Ensure all staff are aware of referral pathways and escalation procedures. • Celebrate improved attendance through assemblies, certificates, and personal recognition, if suitable • Reintroduce Attendance parties for PA children 	<p>SLP/KP</p>	<ul style="list-style-type: none"> • Overall attendance remains above national benchmarks, with persistent absence rates declining term-on-term. • Attendance of vulnerable groups (SEND, disadvantaged, known to social care, young carers) shows sustained improvement. • Staff can discuss the support in place for individual pupils and demonstrate impact • Families report feeling supported and understood in attendance-related conversations. • Pupils express a sense of belonging and safety at school, evidenced through surveys and informal feedback. 	<p>Monthly Attendance Updates – Office and SLP Governors updates termly for FGB Clear analysis of absence</p>		

<p>3.2 Behaviour</p> <p>To have clear behaviour for learning models to ensure that pupils are present in the classroom, ready for learning and achieving their best.</p>	<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. 	<p>SLT/CT</p>	<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 • Behaviour for learning posted up in every classroom. Children able to articulate what they have to do when choosing each animal • Vulnerable pupils show improved regulation, engagement, and classroom presence. • Pupil voice reflects understanding of expectations 	<p>Evidence of playground, lunchtime and classroom charters/rules created by children</p>		
<p>3.3 Pupils, parents and staff have a clear understanding of the behaviour policy and how it is managed in school.</p>	<ul style="list-style-type: none"> • A clearly communicated policy to all members of the Parkgate Family. • Established, embedded routines are refreshed and reiterated to all, with regular reminders and prompts. • Visual reminders throughout the school • Clearly communicated warning and reward systems. • Anti- bullying week • Vulnerable children item on all staff meeting agendas. 	<p>SLT</p>	<ul style="list-style-type: none"> • All stakeholders understand the behaviour policy • Assemblies and class time refresh understanding of rewards, sanctions, class behaviour and playground behaviour rules. • All children involved in anti-bullying week • Staff meetings discuss vulnerable children on the playground to ensure they are safe. 	<p>Evidence of reminders and examples around the school Anti bullying posters and week of focus Bullying and racism incidents continue to be monitored by Governors</p>		

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.

4. Personal Development and well-being – OPAL – Year 1 of 2

To successfully implement the OPAL (Outdoor Play and Learning) programme across our school community, fostering high-quality outdoor play and supporting children’s wellbeing, development, and learning.

Lead: Sally Croxford/ Sarah Drake

Objective	Specific Actions (dated)	Person/s Responsible	Success Criteria	Specific Monitoring (dated)	Evaluation of impact on pupil progress	Resource Implication
PD & Well-Being 4.1 To implement the OPAL (Outdoor Play and Learning) programme - OPAL is all about using naturally and man-made resources to allow children to be inspired	<ul style="list-style-type: none"> • Create an OPAL group – 2 x Senior Leaders 1x Mental Health and PSHE lead, 2 x Playground team, 2 x Parent leads • Meet OPAL Mentor and audit current provision • Create Action Plan with OPAL Mentor • Training for Staff including Play team • Training and resources for Parents • Creation of areas for resources • Begin to implement • Further actions will be included as priorities change during the OPAL process 	<ul style="list-style-type: none"> • SC/SD • 	<ul style="list-style-type: none"> • School has joined OPAL and is on the 18-24 month journey to becoming accredited as an OPAL school • Children are involved in creation and delivery of OPAL • Break and lunchtime incidents reduced • All staff have been trained and are engaged in OPAL playtimes, understanding the value of the sessions. 	Headteacher 1 and 2 meeting – September 2025 Creation of the group – September 2025 Audit – October 2025		

<p>and creative at playtime.</p>						
<p>PD and Well-being 4.2 To strengthen pupils' emotional regulation skills after playtime and promote self-awareness, co-regulation, and positive behaviour choices.</p> <p>To evaluate the jigsaw curriculum and if this meets the emotional needs of our pupils.</p>	<ul style="list-style-type: none"> • Preparation and consolidation before playtimes • Structured Transition Routines – where are the flare points • Targeted Support for Identified Pupils • Individual regulation plans: Co-create with pupils a personalised toolkit (e.g., fidget items, movement breaks, emotion cards). • Staff Consistency and Language choice. • Monitoring and Review <ul style="list-style-type: none"> ○ Track incidents and triggers: Use behaviour logs to identify patterns and adapt support accordingly. ○ Pupil voice: Regularly check in with pupils to understand their experiences and refine strategies. ○ Parent partnership: Share strategies with families and invite collaboration on regulation approaches at home. MHST support with workshops and 121 support 	<p>SLT and Sarah Drake</p>	<ul style="list-style-type: none"> • Staff meeting time, PSHE planning, pupil voice to be completed • Staff CPD: Provide training on trauma-informed practice, emotional literacy, and co-regulation 	<p>Learning walk, W&P scrutiny, book looks, pupil voice,</p>		
<p>PD and Well-Being 4.3 To develop age-appropriate self-reflection skills in pupils</p>	<ul style="list-style-type: none"> • To develop pupils in year 5 and 6 self reflection / journaling skills. • To re-introduce reflective journaling with sentence starters tailored to KS2 	<p>SD and all teaching staff</p>	<ul style="list-style-type: none"> • Pupils can discuss their strengths and areas for development using age-appropriate language. 	<p>Learning walk, W&P scrutiny, book looks, pupil voice,</p>		

<p>across Years 5 and 6 by using opportunities for personal reflection, goal-setting, and metacognition skills within the curriculum and wider school life.</p>	<ul style="list-style-type: none"> • Embed reflection prompts into plenaries and feedback sessions (e.g., “What helped you succeed today?”). • Use metacognitive questioning during lessons: “How did you approach this task?” “What would you do differently next time?” • Display reflection stems and emotion vocabulary in classrooms. • Incorporate reflection into classroom displays (e.g., “Our Learning Journeys” boards). • Create calm spaces or “reset zones” where pupils can reflect after incidents using guided prompts. • Staff training on how to model reflective language and share their own learning experiences. • Use consistent reflection routines across year groups to build familiarity and confidence. • Reflective behaviours celebrated in assemblies and rewards systems. • PSHE journals to be used for reflection each week after PSHE lessons. 		<ul style="list-style-type: none"> • Pupils regularly engage in reflection activities across subjects and pastoral contexts. • Staff consistently model and prompt reflective thinking during lessons and transitions. • Pupil voice indicates increased confidence in discussing learning behaviours and emotional responses. • Reflection is embedded in assessment for learning practices (e.g., plenaries, feedback sessions, talk partners). 			
<p>Mid point review of Priority</p>	<p>3 Strengths</p> <ol style="list-style-type: none"> 1. 2. 3. 		<p>3 Areas of continued focus</p> <ol style="list-style-type: none"> 1. 2. 3. 			
<p>Final point review Priority</p>	<p>3 Strengths for next year</p> <ol style="list-style-type: none"> 1. 2. 3. 		<p>3 Areas of continued focus for next year</p> <ol style="list-style-type: none"> 1. 2. 3. 			

5 - Leadership and Governance

To ensure that throughout the whole school community there is a strong, shared vision that meets the needs of all 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
L&G1 – To lead the whole-school Cross-Curricular Week-‘All Around the World’, celebrating the rich diversity, cultural heritage, and inclusive spirit of the Parkgate Junior School community.	<ul style="list-style-type: none"> • Planning group – Organise workshops and International Food Festival • Map out curriculum links across subjects—geography, art, music, literacy, history, PSHE. • Planning and guidance for staff to support creative lessons. • Each year group to explore a different region or cultural theme, ensuring global coverage and relevance to Parkgate’s community. 	SC, HR, JG and SM	<ul style="list-style-type: none"> • Workshops from Parents as well as external providers • Successful International Food Festival • Parental support of the Open afternoon. • Newsletter/Website special. 	January 2026		
L&G 2 To have a strong focus on consistency across the curriculum, through outcomes, presentation and assessment and expectations of the children.	<ul style="list-style-type: none"> • SLT meetings developing consistency of approach • T&L Policy actively reinforced • Consistency with application of the behaviour policy for non-SEMH children and how policy is adapted for SEMH children • Adaptation of the Behaviour Policy for SEMH children 	SLT	<ul style="list-style-type: none"> • All members of the staff team know what the expectations are for all areas of the school – curriculum, day to day working and how to support the pupils • Termly Report to Governors on how the consistency of approach ensures the Parkgate family drives on with the change in leadership. 	SLT meetings Termly reports to Governors Books, Planning etc.		

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.