School Development 2022-23

Key Priorities

The over-arching whole-school priorities for 2022-23 are outlined below. This is a working document, which starts in August/September with broad outlines of intended action and is regularly reviewed, with detailed actions and outcomes added. Alongside this, each subject in the curriculum has its own action or development plan. These can be found on the relevant subject page on our website.

PARKDALE PRIMARY SCHOOL

Learning to Love . Loving to Learn

School Development 2022-23

To further improve children's fluency in Reading

To restore combined Expected+ in end of KS2 statutory tests to pre-Covid levels

Key Priorities 2022-23

To further develop an increasingly effective, financially viable and appropriate provision for pupils with high level and complex special needs

To restore environmental and 'green' initiatives to and then beyond pre-Covid scope and impact.

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School Development 2022-23

To further improve children's fluency in Reading

Rationale: The school is involved in an action research and pedagogical development project as part of the South Partnership.

Fluency identified as a barrier to attainment by end of Key Stage 2, particularly as word count in statutory tests increases.

Fluency identified as a barrier to enjoyment of reading.

Share the outcomes of the research project with all staff

Rationale: Staff to understand the concepts of fluency and its place in the hierarchy of reading skills and development.

Provide ongoing CPD for staff with regard to pedagogy for teaching reading fluency

Rationale: To equip staff to deliver regular teaching and learning specifically focussed on the development of reading fluency.

Early identification fo children for whom fluency is a barrier to attaniment and enjoyment of reading.

Rationale: The pedagogy needs to be applied to the appropriate children. ie those with secure phonics and who are not already fluent..

School Development 2022-23

Reading attainment is increased in all year groups from Summer 2022 levels

A sub-team of the the Literacy Leadership group is established to focus on this

Engagement with Trust/South partnership reasearch and actions

Continued professionsl development leads to imlpementatin of effectrvie pedagogy

Measurable increase in fluency of readers.

School Development 2022-23

Research and CPD

Engagement with South Partnership fluency action research

Whole school CPD arising

QA, Coaching and support for teachers & support staff.

Developing pedagogy

Evidence based identfication of best practice and new ideas, for example echoed reading

Further develop use of the ipads to support reading fluency

Intervention

Identification of all children for whom fluency is a barrier to reading progress and attainment.

For target children, facilitate regular intervention with 'SMART' progress measures.

Other Linked Actions and Additions

Continued focus on oracy and vocab development as a gateway to reading progress.

School Development 2022-23

Action	Timeline	Lead(s)	Outcome and narrative
Identify staff for involvement in South Partnership Reading fluency action research project	July-Sept 2022	CPD Lead	ATr and DP enrolled on the project and attending
Staff from above to share outcomes of project with colleagues	Sept 2022	ATr and DP	Completed at Sept INSET. Theories and pedagogical strategies shared to all teachers and support staff.
Implement selected aspects from new pedagogical learning	Sept 2022	ATr and DP	Agreed implementation of echoed reading across the school. Roll out starting 12.09.22
QA of the above	Autumn 2022	T&L Team	
Assess to Identify children for fluency intervention and start intervention	Sept-Oct 2022	All class teachers	
Continue research and learning re Fluency. Set up a study group.	October 2022	T&L Team	

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School Development 2022-23

To restore combined Expected+ in end of KS2 statutory tests to pre-Covid levels

Rationale: At Summer '22, the 2022-23 cohort Combined data was 68/18.

This is broadly in line with end of KS1 attainment (65/18) in 2019, but does not reflect the usual progress and gains made at Parkdale in KS2.

Two individual subject levels have progressed:

Reading 72-90 Ex+

Maths 72-83 EX+

Writing has declined from 75% Ex+ to 70 (though there has been a 2% gain in GD)

Identify and provide personalised intervention for pupils meeting+/GD in 2 subjects and those on the 'cusp'

Rationale: Individual subject levels are significantly higher than the combined data. A significant proprtion of pupils must be meeting/GD in 2 of 3.

Continue strong focus on pedagogy/T&L of Writing

Rationale: GD Writing significantly lags Reading and Maths.

While writing outcomes were hgher than Maths in end of KS2 2022, this is not the 'norm' and nor is it the patternin other year groups Writing is typically the barrier to higher combined outcomes.

Focus on Disadvantaged gap

Rationale: Combined for (21) Disadvantaged pupils is 65/18.

Individual subject gaps:

Re -38%

Wr +10

Ma -16%

Data suggests Disadvantaged (PP) children lost more during Covid and have recovered less rapidly.

School Development 2022-23

Identify and provide personalised intervention

Identify and inform staff of children a) ex+ in two subjects b) who are or who have been within close proximity to ex+

Target children to be flagged on MIS system

Interventions for all to be recorded on MIS system

Target children to become sharp focus for Pupil progress meetings

Focus on Disadvantaged gap

PP Lead/T&L team to scrutinise progress and attainment of all year group PP cohorts. Identify barriers.

Personal learning plans and objectives to be set for all PP children.

Establish regular PP progress reviews for teachers, support staff.

Continue strong focus on QA and pedagogy/T&L of Writing

Establish a Writing Working Group, with involvement of Associate Head and T&L Leads

Review teachng of spelling and interventions.

Review teaching of grammar and interventions

Sharp focus on progression in Years 3, 4 and 5. Define clearly. Monitor.

Share Y6 ex and gd expectations with all staff

Re-launch of Rainbow Grammar in those years as focus for technical progression

Other linked actions and additions

Re-launch a weekly attendance initiative. Attendance has not returned to pre-covid levels, which will be impacting progress.

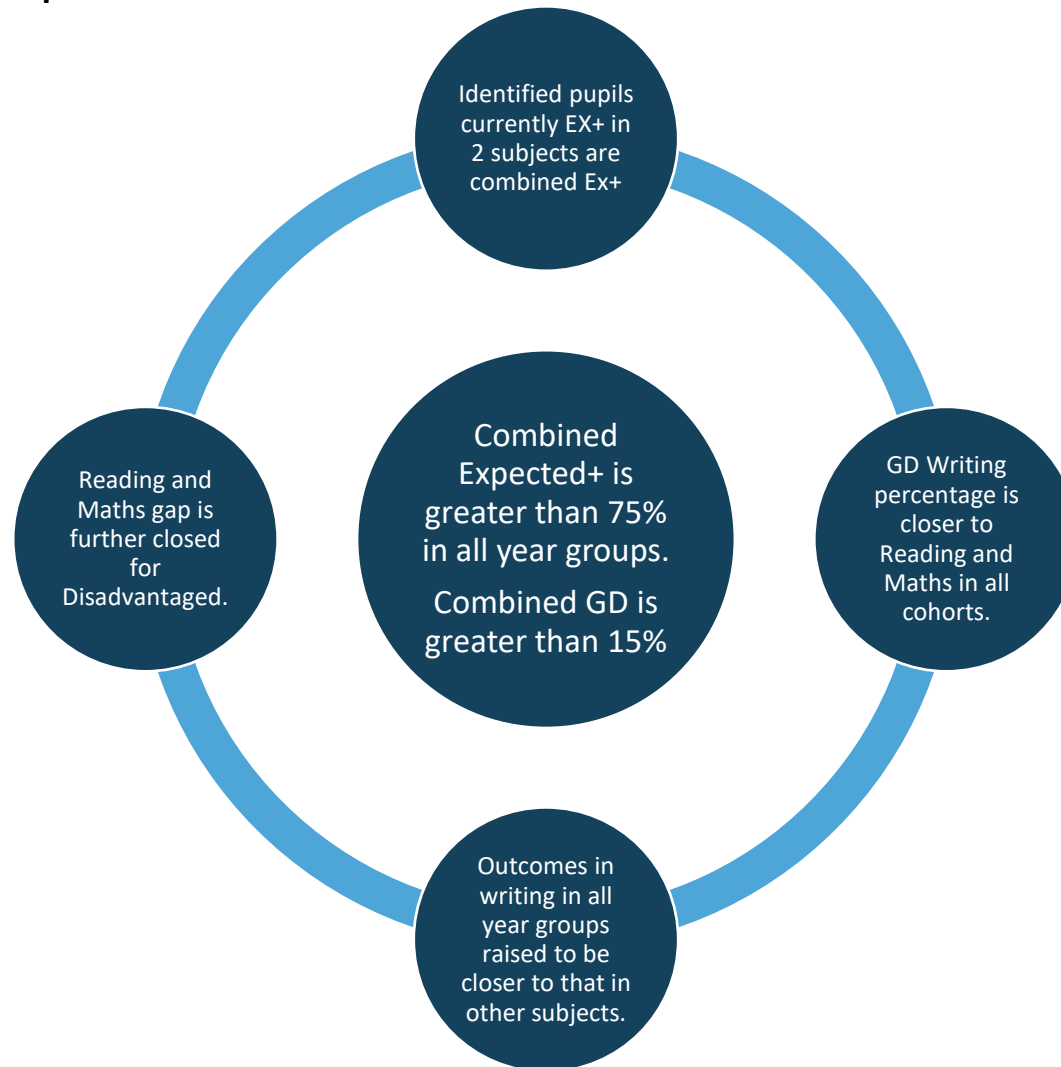Continued focus on oracy and vocab development as a gateway to writing progress.

Change staffing structure to create a team focussed on development of T&L in general.

School Development 2022-23

Action	Timeline	Lead(s)	Outcome and narrative
Review Summer 2022 data for 'cusp' children and those on 2/3 combined.	Sept 2022	DHTs	Completed
Share names and data of 'target' children' with all teaching stafff	Sept 2022	DHTs	Completed 21.09.22
Set up recording of interventions for target children on INSIGHT	Sept 2022	SLT	Completed 23.09.22
Establish Writing Working Group	Sept 2022	SLT	First meeting 28.09.22. Further actions for this plan to follow.
Introduce a Rainbow Grammar re-launch and intervention for children, starting in Years 5 and 6.	Oct 2022	T&L Leads	
QA of spelling interventions to lead to possible implementation of improved one in KS2	Oct 2022	T&L Leads	
QA of progression in Writing in Years 3, 4 and 5. Establish a formalised expectation of technical elements	Oct 2022	SLT	Scheduled for 28.09.22
Consultation and development of a Teaching and Learning Specialist Team, considering a model similar to Lead Practitioners.	Autumn 2022	HT	New JDs drawn up, establishing 2 TLRs for T&L: 1 with stated specialism in SEND and support, the other Digital. Consultation with Trust HR on introduction of these, including Union consultation. To go to Govs for approval Oct 2022.

School Development 2022-23

Identified pupils currently EX+ in 2 subjects are combined Ex+

GD Writing percentage is closer to Reading and Maths in all cohorts.

Combined Expected+ is greater than 75% in all year groups.

Combined GD is greater than 15%

Outcomes in writing in all year groups raised to be closer to that in other subjects.

Reading and Maths gap is further closed for Disadvantaged.

School Development 2022-23

To further develop an increasingly effective, financially viable and appropriate provision for pupils with high level and complex special needs

To identify a space and resource to operate an alternative provison in school. To develop an inclusive approach to implementation and operate this.

To maximise the opportunity for continuing classroom support for children with lower level SEND or at risk of not making expected progress

Improve the quality and effectiveneess of interventions

Rationale: Whilst provison fo pupils with SEND is successful and well regarded, the situation with rising numbers and restricted funding necessitates a review.

An increasing number of pupils are admitted for whom accessing the curriculum is challenging.

The current financial situation, combined with notification from Notts CC via Family Senco that bids for addtional funding are unlikely to be successful.

Lack of special school place availability locally

Rationale: A number fo pupils, notable in EY and KS1 are not able to enagage with the prescribed curriculum or to cope i a classroom environment.

Rationale: For a number of year groups, the Covid-19 pandemic limited what could be achieved re social action and commuity involvement.

All cohorts have significant numbers of pupils for whom additional adult support is necessary to maintain progress.

Rationale: A small number of pupils appear to stall in their progress. Historically, interventions have been ad hoc and non-time limited.

It is felt that a sharper focus on interventions would be beneficial.

School Development 2022-23

A alternative provision has been established.

A viable, sustainable and effective provision is in place for all pupils requiring additional support.

Sharply focussed interventions are available in all cohorts to pupils for whom progress is a concern.

Progress is measurable and evident for pupils working below their key stage.

Accelerated progress for pupils in the 'Working Towards' band of attainment in all cohort..

School Development 2022-23

Research and CPD

SENDCo to research alternative models of provision

CPD for teachers/support staff relating to any new interventions

Developing pedagogy

Establish an agreed 'toolkit' of interventions.

Re-model intervention and mapping of same.

Continue to develop use of technology to suport access and progress for pupils with SEN.

Increase the capacity to develop pedagogy by creation of a support team of lead practitioners

Provision

If appropriate, modify model of provision in line with research outcomes

Re-structure of supoprt staff deployment to support any new model.

Other Linked Actions and Additions

Provision mapping to move to MIS system for access and consistency

Consult with and inform parents re provision and support

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School Development 2022-23

Action	Timeline	Lead(s)	Outcome and narrative
Research and comparison of models of provision in other settings	Summer-Autumn 2022	SENDCo	Completed. Visits, research. Outcomes shared with SLT and Governors. Proposal made for new model of provision.
Share any intended new model with staff	Summer 2022	SENDCo	Completed, INSET Day
Establish an alternative provision for those children unable to access the curriculum in class. Share philosophy around use of this with staff and community.	Summer 2022-Autumn 1	SENDCo	An alternative provision (The Orchard) set up in a designated space in the school. Another space established for regular intervention for high level need KS2 pupils (The Hive) who are able to access class-based learning more frequently.
Re-structure deployment of support staff to facilitate operation of new provisions	Sept 2022	SENDCo and DHTs	Completed and agreed Aug-Sept 2022
Develop a programme of agreed, focussed interventions	Sept 2022	SENDCo	Complete and uploaded to MIS system for recording. To be ongoing, a work in progress.
Establish recording of interventions on MIS/Data management systems (cholarpack and INSIGHT)	Autumn 2022	SENDCo	Completed and staff trained in how to use the MIS system as an IEP.
Shpare developments with the community	Autumn 2022	HT	Series of information evenings held for parents/carers, wb Sept 12th 2022. Also shared on school website and signposted.
Develop the roles of TLR holders to increase capacity to develop pedagogy and QA of provision for ppuils with SEND	Autumn 2022	HT	Consultation and work with HR/unions for expand the role of the SENDCo, increase hours and create a specialist team alongside the Digital Lead. For approval by Govs Oct 2022.

PARKDALE PRIMARY SCHOOL

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School Development 2022-23

To restore environmental and 'green' initiatives to and then beyond pre-Covid scope and impact.

Minimise environmental waste and maximise re-use and recycling

Reduce energy use and carbon footprint

Achieve an environmental quality assurance standard or award

Rationale: Progress made relating to the schools environmental impact stalled during COvid-19.

Some initiative, for example around recycling, were abandoned and have not been reinstated.

There is a Trust-wide target to reduce schools' environmental impact and carbon footprint.

Pupil Voice tells us that this is a priority for children.

Pupil Voice and observation suggests some children do not yet understand links between their lifestyle choices and the environment.

Rationale:Inititives to limit consumption of single use plastic were dropped during Covid 19 and have not been reinstated.

Recycilng of other plastics, such as pens,crisp packets etc ceased.

Rationale: the current rises in energy costs.

Perception of slipping expectations re economy and power use

It is a concern to the pupils

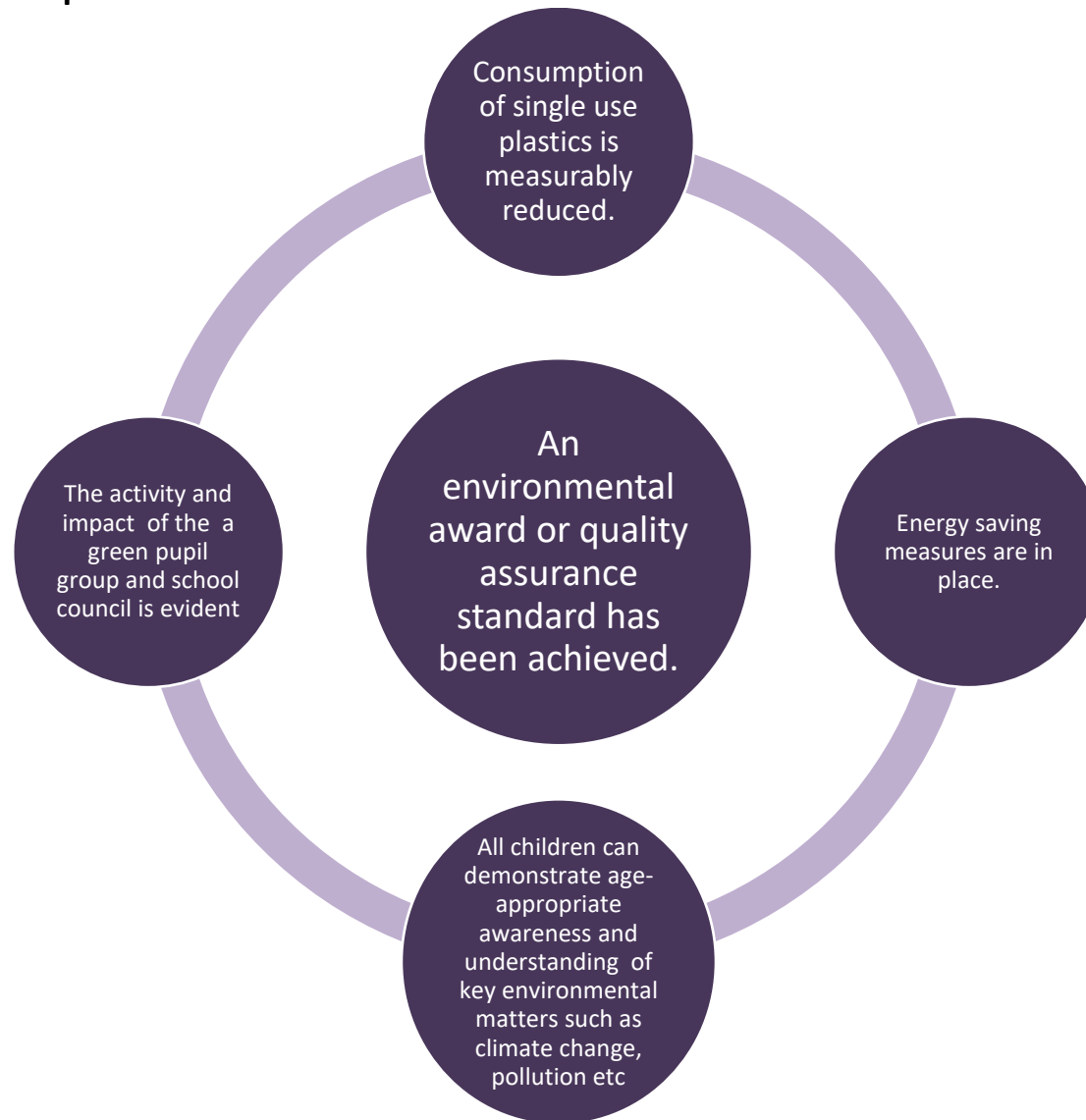Rationale: As a focus and motivation. As a statement of intend and philosophy.

Raised in Pupil Voice.

Trust objective.

School Development 2022-23

An environmental award or quality assurance standard has been achieved.

Consumption of single use plastics is measurably reduced.

Energy saving measures are in place.

All children can demonstrate age-appropriate awareness and understanding of key environmental matters such as climate change, pollution etc

The activity and impact of the a green pupil group and school council is evident

School Development 2022-23

Reduce Energy use and Carbon Footprint in Daily Operations

Audit

Reduce number of devices left on standby

Feasibility study for more energy efficient lighting

Reduce consumption and increase breadth of materials recycled

Audit

Raise profile of recycling

Clearly identified bins in each room for plastics and other recyclable materials.

An action on snack packaging, eg crisps

Raising Awareness and Understanding of Issues

Continue to develp the existing curriculum theme around Sustainable Development

Teach about the UN Sustainable Development Goals

Use school social media to inform the community

Other Linked Actions and Additions

Push to reduce food waste from school dinners

Continue to develop wild areas of the school

Involvement in initiatives from Trasnform Parliament.

School Development 2022-23

Action	Timeline	Lead(s)	Outcome and narrative
Identify an accreditation to aim for and the process	October 2022	HT	Completed. We will be aiming to earn the Eco Schools Green Flag Award.
Deliver a unit of work in all year groups on the UN Sustainable Development targets	Spring 2023	HT	HT to build up to this with series of assemblies on the targets in Autumn. A block to be included in the Spring topic, similarly to how COP"^ was added last year.
Complete the Eco Schools Audit	Autumn 1 2022	HT	HT, as parliament lead, is leading on this across the Trust. Audit downloaded and ready to be undertaken in Oct 2022
Campaign re plastics in packed lunches	Autumn 2 2022	HT	
Re-launch of Walk to School Week	tbc	tbc	
Cost-benefit analysis of low energy lighting installation	Autumn 2022	Office Manager	Analysis can still go ahead, though capital spending freeze may impact timescale for any actions temporarily.
Education/action to reduce school dinner food waste	Autumn 2022	KS2 DHT	