

Parkwood Primary School
School Improvement Plan 2023-24



School Priorities
1. To implement robust safeguarding systems
2. Improve outcomes for all children in all subjects
3. Improve our Early Years offer for all children
4. Strengthen leadership and management
5. Improve the professional development on offer to staff at all levels
6. Increase the personal development on offer to all children

*This is a working document and will be added to and amended as the year progress

1. To implement robust safeguarding systems		
Who will take the overall lead on this school priority?	What will we see if we are successful? (impact)	
Carmel Park	<ul style="list-style-type: none"> • Bi-weekly vulnerable group meetings • Detailed safeguarding entries from staff • Detailed responses to safeguarding entries • Safeguarding entries acted upon immediately 	
Who will play a vital supporting role on this school priority?	What resources are needed?	
Lee McCormack	<ul style="list-style-type: none"> • Additional CPOMs training • Staff meeting time 	
What actions will we take to achieve this?	Progress notes (RAG rating)	Date
1. Safeguarding policy (use of CPOMs) to be revised to give greater clarity and set clear expectations for all staff when using CPOMs to record safeguarding concerns.	<p>Staff development day delivered to all members of staff Sept 23</p> <p>Some permissions already revised. Further checks to be completed.</p> <p>All staff now have lanyard attachments identifying the necessary details needed in all safeguarding reports made.</p>	April 2024
2. Safeguarding governor to complete monitoring visits that randomly sample safeguarding concerns and view dashboards of senior leaders to ensure all cases are recorded and followed up accordingly.	KK has completed his first visit Outcomes to be shared in SLT	First visit before Christmas
3. Book safeguarding audit by Kate Barry from Medway	To be completed by PFT	

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<p>4. Additional staff training to be given regarding revisions to safeguarding policy (use of CPOMs by all members of staff at all levels).</p>	<p>Initial training provided for all staff members in September. Safeguarding update booked in for October staff meeting. *Revisit and deliver further explicit instruction around this/create template/accessible method of approaching this. FLO has completed online training. All senior leaders are trained DSLs</p>	<p>April 2024</p>
<p>5. Use 'The Key Safeguarding' to guide safeguarding training and process over the course of the year.</p>	<p>DSL checks regularly to inform CPD for staff and to staff up-to-date with changes</p>	<p>February 2024</p>
<p>6. DSL and deputy DSLs to conduct regular bi-weekly meetings to discuss next steps for open cases and cases to be closed. Meeting minutes to be recorded and stored securely.</p>	<p>First VCM (Vulnerable Children's Meeting) conducted and next meeting booked in.</p> <p>Second VCM completed. Now using Trello to list open cases to revisited and reviewed.</p> <p>Third VCM completed 05/10. Next booked in for 19/11</p> <p>FLO always in attendance. CPOMS updated live. Separate tab created on CPOMS to record meeting outcomes.</p> <p>VCM now regular.</p>	<p>Ongoing July 2024</p>
<p>7. Train additional senior leaders to be DSLs</p>	<p>All three senior leaders were booked on and completed the course January 2024</p>	<p>January 2024</p>

<p>2. Improve outcomes for children in all subjects</p>	
<p>Who will take the overall lead on this school priority?</p>	<p>What will we see if we are successful? (impact)</p>
<p>Vicky Kirk</p>	<ul style="list-style-type: none"> • KS2 tests results will fall in line with or exceed national average • In-year data will show progress for all children. • An increase in the level of children meeting age-related expectations in the core subjects across all year groups at the end of the academic year

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	<ul style="list-style-type: none"> • An increase in the number of children passing the phonics screening • An increase in the number of children reaching a GLD in Early Years • Children will be able to articulate their learning, showing that they know more and remember more over time across all subjects • Books will show progression in learning 	
<p>Who will play a vital supporting role on this school priority?</p>	<p>What resources are needed?</p>	
<p>Lee McCormack Karen Pigott</p>	<ul style="list-style-type: none"> • Protected time for senior leaders to research best practice; prepare training; carrying out learning walks and complete monitoring • Staff meeting time • Staff development time 	
<p>What actions will we take to achieve this?</p>	<p>Progress notes (RAG rating)</p>	<p>Date</p>
<p>1. Write a curriculum policy which clearly sets out our curriculum aims (intent), expectations and pedagogy</p>	<p>Policy now written and checked by governors. Shared with staff.</p>	<p>December 2023</p>
<p>2. Write curriculum handbook to be used by teachers as a guide to teaching across all subjects at Parkwood Primary School</p> <p><i>Next year: induction process for staff to include curriculum handbook.</i></p>	<p>Curriculum Handbook has been written and collated. This will be shared with staff in September.</p>	<p>April 2024</p>
<p>3. Knowledge and skills to be learned across all subjects at each stage to be broken down and sequenced explicitly to allow for progression in learning (our intent).</p> <p><i>Next year: revisit subjects already written and MTPs to be written.</i></p>	<p>Geography, DT, RE and history complete. Knowledge organisers have been created for Geography and DT for Years 1 – 6. These are available on the school website and have been sent home.</p> <p>At the beginning of the year, a letter explaining how knowledge organisers can be used was sent home.</p>	<p>July 2024</p>

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	<p>History knowledge organisers now written and will be sent home in January. Science are also being sent. These are sent as and when the learning in school starts.</p> <p>Art knowledge, skills and vocabulary progression completed</p> <p>Geography and DT will be revisited in light of feedback from PFT.</p>	
<p>4. Map knowledge and skills specifically for science</p>	<p>Vocabulary progression written.</p>	<p>Next governor meeting</p>
<p>5. Identify vocabulary to be explicitly taught at each stage in learning in the foundation subjects.</p>	<p>Geography, DT, RE and history complete. Word mats have been created by years 1 – 6 for Geography and DT. FS have created flash cards. These are available on the school website and have been sent home to parents.</p> <p>At the beginning of the year, a letter explaining how word mats can be used was sent home. History word mats and knowledge organisers Art skills, knowledge and vocabulary has now been mapped out, including definitions of vocabulary and mapped out medium term plans.</p> <p>Geography and DT vocabulary to be revisited, science needs to be checked.</p>	<p>July 2024</p>
<p>6. Train staff sufficiently over time to ensure all teaching is of a high quality using the 5-a-day approach to ensure all learners make progress (implementation), introducing one element at a time. Monitoring to ensure these things are happening and provide support where necessary.</p> <p><i>Next year: start with metacognition and revisit what has been done so far.</i></p>	<p>Three sessions delivered based on explicit instruction. CPD displayed in PPA room. Monitoring started which was fed into a staff meeting.</p> <p>Learning walk completed by RS and LM, focusing on explicit instruction, saw elements of explicit instruction (modelling and checking for understanding) were evident lessons and classrooms.</p>	<p>July 2025</p> <p>EI (DEC) CS (APR) SF (JUL)</p>

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	<p>Teacher introduced to cognitive strategies 23/01/24 Monitoring carried out with Steve Geary focussing on adaptive teaching introduced so far.</p>	
<p>7. Train staff to use varied techniques to ensure learning has been transferred to the children's long-term memory (recall and retention techniques/use of Balance/feedback at the point of learning). Monitoring to ensure these things are happening and provide support where necessary.</p> <p><i>Next year: ongoing monitoring around retrieval. Staff meetings to start with the sharing of good practice.</i></p>	<p>First of a series of staff meetings delivered. Each staff meeting has been started with retrieval ideas for staff to use in class. A bank of these games has been created and displayed in the PPA room.</p> <p>Arithmetic and flashbacks are being frequently used to revisit learning across the school.</p>	<p>July 2024</p>
<p>8. Use members of the governing body to check that children are recalling their learning in foundation subjects over time.</p>	<p>Planned into curriculum committee governing body structure and annual calendar.</p> <p>Governors have conducted subject reviews and these have included speaking to children.</p>	<p>April 2024</p>
<p>9. Improve learning environments across the school to ensure they support retrieval and spark interest in learning.</p>	<p>Two staff meetings handed over to this. Research shared with staff. Guidance and check-lists provided. SLT monitoring to happen in in first week back in Term 2. Classrooms are significantly better than they were previously. During a learning walk completed by LM, VK and the headteacher from Swingate (MW), our use of working walls was praised by MW. EYFS learning environment has improved significantly as have other classrooms across the school.</p> <p>Learning environments staff meeting has been booked to ensure expectations for new year are shared with class.</p> <p>Training booked in for July so change learning environments to be communication friendly.</p>	<p>November 2023</p>

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<p>10. Monitor all SEND children to ensure learning plans are being actively used in the classroom to support learning. Training to be delivered to staff around learning plans.</p>	<p>Added to SENDCO's appraisal.</p> <p>Training has been delivered to staff.</p>	<p>April 2024</p>
<p>11. Update SEND policy to include adaptive teaching, use of learning plans on Insight and how CPOMs is used for SEN.</p>	<p>Currently being revised by SENDCO (January 2024) ready for a staff meeting at the end of Term 3.</p> <p>Revised by SENDCO and HT. Delivered to staff. To be ratified and updated.</p> <p>Learning plans are now on Insight, and SEND paperwork is now on CPOMs.</p>	<p>April 2024</p>
<p>12. Identify the most important skills and knowledge to be learned at each stage of learning (KPIs) and assess children against these using Insight to identify gaps in learning to inform next steps in teaching in the foundation subjects.</p>	<p>Geography, DT, history and RE complete Assessment assistant has added these to Insight. Training delivered 09/01/24</p> <p>Science has also been added to Insight. Art has now been added to Insight.</p>	<p>July 2024</p>
<p>13. Monitor the use of summative assessment data from core subjects to inform next steps in teaching using data analysis matched with content in books looked at during learning walks.</p> <p><i>Next year: writing to be assessed on Insight.</i></p>	<p>Staff have identified gaps in learning ahead of pupil progress meetings.</p> <p>Training delivered on January staff development day based on gaps and common trends in Maths. Staff provided with videos on how to teach concepts causing concern.</p> <p>Pupil progress meetings are still ongoing and gaps in core subjects are discussed with year groups.</p>	<p>With each round of assessments – monitoring from subject leaders needs to happen to ensure this is happening, that identified gaps are being addressed effectively.</p>

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<p>14. Monitor the progress of all children in the core subjects through pupil progress meetings.</p>	<p>All year groups have been through two rounds of pupil progress. Minutes for follow actions taken and shared with relevant staff members.</p> <p>Increasing meetings to one hour has worked.</p>	<p>With each round of assessments</p>
<p>15. Increase parental engagement through information afternoons and workshops which allow parents to support their children.</p> <p><i>Next year: reading dates to be added to the diary for next year.</i></p>	<p>Parents sent knowledge organisers and word mats for the first term and have been sent again at the start of Term 3 RWI guidance training for new FS parents provided Doodle Maths workshop for parents completed. Planned phonics session for parents – happened. Termly Reading @ Parkwood newsletter. Parents reading with KS1 in November in classes. WBD March 2024 parents invited in to share a book with their children FS to Y6 – well-attended and feedback was positive. Maths games afternoon booked EYFS are coming in for Parents as Partners: Reading Together afternoon. Parent survey has been completed.</p>	<p>July 2025</p>
<p>16. Monitor reading closely to ensure decoding, fluency and comprehension are continuing to develop in line with age-appropriate expectations. Use TA time effectively to run interventions for reading in all year groups. KS2 to focus on reading fluency (Year 5 to engage with EEF Fluency Project, Year 6 to make use of PIXL resources to support fluency and deliver targeted intervention).</p>	<p>Intervention timetable in place. 1-2-1 tutoring up and running Fluency project training booked and started (EEF) Reading lead listening to vulnerable groups of children to check book bands and that the right support is in place (Year 4 and 5 have been started). Levelled read sessions visited. Awaiting feedback. TAs are booked in to be observed so training can be tailored to TAs to increase impact of reading interventions/ Year 6 have begun EEF fluency project.</p>	<p>July 2024</p>

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	<p>Visit to Horsted completed by LM, KP and VK to speak to their Year 6 teachers about how they teach reading in Year 6. Changes to how reading in Year 6 will be taught in terms 3 and 4 have been made in light of this.</p> <p>Fluency sessions in Year 3 and 4, following INSET training by KP in January 2024.</p> <p>Interventions have been added to Insight to track impact and make informed decisions about new interventions. This will be overseen by KP and VK for Year 6.</p> <p>VK, KP and LM have monitored reading in Year 6. KP has monitored the remainder of KS2</p> <p>VK is now team-teaching in Year 6.</p> <p>Reading interventions have taken place for year 6.</p> <p>Year 2 - 5 now do fluency twice a week, year 6 approach has been adapted so the same text is encountered more than once to support with fluency.</p> <p>Fluency Focus meeting to evaluate impact April 24.</p>	
<p>17. Have well-established routines for managing transitions to maximise learning time.</p>	<p>Revisited in staff meetings. On-the-job guidance during classroom monitoring</p> <p>Reminders given in briefing email.</p> <p>Training delivered April 2024 – there has been evidence of this being implemented.</p>	<p>December 2023</p> <p>Remind staff to factor in transition time to timetables and not trying to fit too much in to a lesson, lessons do not have to be an hour.</p>

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<p>18.Ensure all members of staff manage behaviour positively and consistently to build positive relationships with their children to maximise learning time.</p>	<p>Revisited in staff meetings. On-the-job guidance during classroom monitoring Triple D training booked and to be delivered during the October staff development day.</p> <p>Triple D training delivered by Cooper Daily October staff development day</p> <p>TA/MMS briefing reminder concerning behaviour January 2024.</p> <p>Training delivered April 2024, strong focus on managing behaviour positively.</p> <p>Individual teachers have been supported with behaviour management.</p>	<p>July 2024</p>
<p>19.FLO to improve attendance by establishing positive relationships with families and offer bespoke support.</p>	<p>Connections made with several families. FLO attended VCM meeting and was provided with pupil progress meetings notes so she has specific families to target for support with attendance.</p> <p>Absence rate currently two percent below national average 13/10/23</p> <p>FLO completed inclusive attendance training with PFT</p> <p>LM has reviewed attendance policy for ratification by governors at the next FGB in Term 4.</p> <p>Regular meetings booked in with attendance officer (every three weeks) to review BOUNCI. First batch of attendance letters sent. Regular attendance certificates given.</p>	<p>July 2024</p>

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	Persistent absence dropped from 20% to 15.4% April 2024.	
20. Develop EAL provision to improve outcomes for children with EAL.	Designated teacher and TA for EAL assigned. Meeting has taken place between EAL lead teacher, TA and SENDCO. Children of focus have been decided. Training from the Bell Foundation booked. EAL TA completing assessments and is now working with children.	July 2025

3. Improve our early year offer for all children		
Who will take the overall lead on this school priority?	What will we see if we are successful? (impact)	
Carmel Park	<ul style="list-style-type: none"> Children will be actively engaged during learning time. Behaviour incidents in learning time will be minimal as children's needs will be met and learning will be engaging. The number of children achieving a good level of development will exceed national average (67% in 2022/23) 	
Who will play a vital supporting role on this school priority?	What resources are needed?	
Carla Baker	<ul style="list-style-type: none"> Funds from PSA to replenish equipment and develop all outside areas Time for teachers and senior leaders to carry out training and visit other schools Time for senior leaders to carry out monitoring Time from governors to carry out monitoring 	
What actions will we take to achieve this?	Progress notes (RAG rating)	Date
1. Work in partnership with Medway Early Years	Meeting booked 06/10/23 Package of support agreed upon. Three advisors booked to visit early years on SDD to set up areas for effective continuous provision. Medway Early Years have visit to restructure the areas. Further meetings booked for early November: 6 th : revamp outside areas	December 2023

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	<p>7th CW observation of FS 14th: development meeting with teachers and senior leaders</p> <p>New date to be agreed which will be used for developing support staff and improving outdoor provision</p> <p>HT update meeting week 2 of Term 4 completed. Focus will be on once class teacher and TA interactions</p> <p>Training completed 25/03 with JSK to focus on continuous provision. Second meeting in the same week for CB and JSK to plan next lot of continuous provision.</p> <p>Direct teaching and continuous provision is now specifically planned for.</p>	
<p>2. Set a clear vision for FS which clearly identifies the intent and how this will be implemented.</p>	<p>Written. Agreed upon by staff.</p>	<p>October 2023</p>
<p>3. EYFS policy to be written so all adults working within the provision are clear on expectations</p>	<p>CP in the process of writing Written. To be finalised and shared.</p>	<p>November 2023</p>
<p>4. Characteristics of effective learning will be observed by senior leaders on learning walks:</p> <ul style="list-style-type: none"> • Playing and exploring (engagement): finding out, exploring, playing with what they know, be willing to have a go • Active learning (motivation): being involved/concentrating, keep trying, be willing to achieve what they set out to do • Creative/critical thinking (thinking): having their own ideas; making links, working with ideas 	<p style="background-color: red; color: red;">[Redacted]</p>	<p>July 2024</p>
<p>5. Language development will be a priority, will be evidenced clearly in plans, known by support staff and will be obvious within the learning environment, making use of supporting resources such as Colourful</p>	<p>SENDSCO met with TA to set up speech and language programme.</p>	<p>January 2024</p>

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<p>Semantics, word mats and Language Link to assess the children on entry alongside the baseline assessment.</p>	<p>Designated spaces have been set up to display vocabulary linked to learning. Vocabulary posters for the Geography and DT are now ready to be displayed. Word mats have been created for support staff to use.</p> <p>Planning format revisited with designated space for vocabulary added. Senior leaders reiterated cross referencing with whole-school subject vocabulary documents</p> <p>All children in FS and Year 1 have had the language link assessment completed. Interventions have begun.</p> <p>Interventions have been added to Insight. SENDCO to track interventions.</p>	
<p>6. Teachers will provide a well-sequenced curriculum, using the whole-school documents, Development Matters and/or Birth to Five. Reference should also be made to the curriculum policy. During monitoring, teachers can justify sequence of learning to senior leaders. Whole-staff training will give due regard to the training priorities of professionals in Foundation Stage.</p>	<p>All subjects focused on so far have been rewritten from foundation stage through to Year 6 (Geography, DT and RE)</p> <p>FS teachers booked for a visit to Fairview to visit setting and lead teacher.</p> <p>Guidance sought from HT at Fairview and guidance has been sent through.</p> <p>Completed visit to St Margrets infants. Booked visit for Swingate.</p> <p>Visit to Cuxton completed.</p> <p>Ongoing assessment is ensuring teachers are delivering a well-sequenced curriculum</p>	<p>July 2024</p>
<p>7. Teaching staff and support staff to receive additional time to complete training specific to early years and visit settings deemed good or better by Ofsted.</p>	<p>Sequence of training videos started. Visits to two local school booked. Additional time timetabled for teachers to complete training.</p>	<p>January 2024</p>

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	<p>Fairview visit completed. St Margrets visit booked in. Swingate visit requested. Cuxton visit completed Horsted visit completed</p> <p>TAs have started Medway Early Years training Teachers given time to watch Ofsted videos</p> <p>EYFS profile training booked in.</p>	
<p>8. Physical environment will be clear, well-organised and visual noise will be significantly reduced to avoid over stimulation and distraction.</p>	<p>Additional volunteers used clear area and help with displays. SLT designated focus currently LM and VK walked school to reflect current situation. Staff meeting time set aside to discuss expectations, reasoning behind it and time provided for staff to implement changes Medway Early years booked for 30th October for reorganising setting. Painting to be completed during October half term. Clearing, painting and reorganising completed over October half term. Medway Early Years have completed visit and reorganisation. Displays reflect the learning journey the children have been on and celebrate the children's achievements</p>	<p>Dec 2023</p>
<p>9. A calm and settled environment will be fostered from the outset by ensuring children are aware and follow behaviour expectations and routines are well-established.</p>	<p>SLT presence during settling period</p> <p>SLT rota for breaktime and lunchtime implemented.</p>	<p>Dec 2023</p>
<p>10. All outside learning environments will be well-resourced, inviting and stimulating (funding from PSA).</p>	<p>Three thousand pounds secured by PSA with a further thousand to follow. Wood purchased to</p>	<p>July 2024</p>

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	<p>build writing and maths sheds. Additional STEM resources ordered.</p> <p>Damaged and resources in poor condition have been removed.</p> <p>Sand replaced. New outside resources have been purchased and are now being used by the children.</p> <p>Next priority for Medway Early Years</p>	
11. Equipment provided for children will be of a good quality; will be engaging and hold attention.	<p>Three thousand pounds secured by PSA with a further thousand to follow. Wood purchased to build writing and maths sheds. Additional STEM resources ordered.</p> <p>Huge amounts of clutter collected over the years has been cleared out.</p> <p>Further investment required.</p>	July 2024
12. Identify needs of children on entry to setting and set up learning plans to be enforced by class teachers so that the curriculum is accessible and meets the needs of SEND children.	<p>SENDCO tasked with observing in FS over the next two weeks as her focus.</p> <p>All children in FS have been Language Linked.</p> <p>SENDCO working with parents of identified children following observation before putting them on the SEND register.</p>	November 2023
13. Teachers to work with reading lead to develop a love of reading, teaching of RWI will begin at the start of FS.	<p>RWI lessons started in first week.</p> <p>Reading lead added to the book compliment in FS and helped to organise the reading areas.</p> <p>Books have been placed in advantageous positions to encourage children to engage in books during continuous provision</p>	July 2024
14. Ensure Development Matters is covered in its entirety over the year. Curriculum leads to cross reference this with the school curriculum.	<p>Ongoing reference by FS teachers and cross referenced by senior leaders when revising curriculum knowledge and skills</p>	July 2024
15. Planning to identify the roles of adults specifically.		February 2024
16. Develop and implement an assessment system that identifies checkpoints to track progress over the year.	<p>Discussed in pupil progress</p>	February 2024

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	<p>LM to create checkpoints as suggested by development matters for revision by FS teachers to suit our children and our curriculum</p> <p>Assessment document written have been uploaded to Insight. Assessment approach agreed with lead teacher to trial.</p> <p>Both class teachers back dated assessments. Assessments will now be ongoing.</p> <p>Assessments continue to be updated</p>	
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4. Strengthen leadership and management		
Who will take the overall lead on this school priority?	What will we see if we are successful? (impact)	
Lee McCormack	<ul style="list-style-type: none"> SLT meetings will be strategic and efficient, dealing with the aims of the school improvement plan as well as being responsive to monitoring Monitoring will be scheduled, purposeful and supportive in approach Monitoring outcomes will feed into staff training All safeguarding concerns entered into CPOMs will include follow up actions and incidents will be closed accordingly 	
Who will play a vital supporting role on this school priority?	What resources are needed?	
Rebecca Smith	<ul style="list-style-type: none"> Regular, protected SLT meeting time Time from senior leaders to work on actions to be taken Protected time for senior leaders to revise processes and meet regularly with lead governor for safeguarding 	
What actions will we take to achieve this?	Progress notes (RAG rating)	Date
1. New SLT meeting structure to be revised and implemented.	<p>Completed the end of the first cycle. Now into second cycle. Actions are being carried out within time frame given.</p> <p>Weekly meetings are now embedded</p>	Dec 2023

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<p>2. Purposeful monitoring schedule to be planned and implemented by all senior and subject leaders. Leaders will be responsive to monitoring and will use outcomes to plan next steps. Staff training must be having a positive impact on the children. Note: simple, central monitoring record to be set up.</p>	<p>Monitoring now up and running. All senior leaders are given a bi-weekly see (monitoring) and do Learning environments focused on. Training now booked in as follow up from findings.</p> <p>Support requested from Rebecca Smith on monitoring and evidencing impact effectively.</p> <p>Template for recording monitoring has been created for senior leaders to use.</p> <p>Some monitoring completed. Needs to be a priority for Term 3.</p> <p>Monitoring off to a positive start in Term 4. Term 4 CPD based on outcome of monitoring</p>	<p>Ongoing July 2023</p>
<p>3. Governing body will complete subject monitoring that will elicit if the children know more and remember more.</p>	<p>Cycle revised by governors and senior leaders. Curriculum committee set up so that regular visits can be set and feedback on. Questions to be asked by governors when carrying out subject reviews have been written, along with guidance for answers are in the process of being written. Where they have been written, they have been shared with governors and subject leads. Subject leaders have time to prep for their subject reviews before it takes place, with the support from the designated leader if necessary. Training for governors around questioning staff and pupils based upon the Ofsted experience has been carried out. Geography, Maths and Computing subject reviews have been completed.</p>	<p>First visit before Dec</p>
<p>4. The governing body's curriculum committee meeting will focus on findings from monitoring carried out by leaders and progress made towards improving the quality of education and the Early Years offer.</p>	<p>Meeting booked to decide on the structure of meeting. SLT to revisit this in their meeting (week 3)</p>	<p>First meeting by October</p>

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Structure decided upon and shared with the chair of curriculum committee. First meeting booked in.

5. Improve the professional development on offer to staff at all levels		
Who will take the overall lead on this school priority?	What will we see if we are successful? (impact)	
Lee McCormack	<ul style="list-style-type: none"> • Subject leaders will be able to talk confidently about their subject, specifically in terms of what is taught at each stage and how it is taught (as well as the reasoning behind this) • High quality teaching will be observed in all classrooms by senior leaders. • Learning in books will evidence that teachers have used assessment information and responded to what they have seen in the classroom. • Governors will question children effectively to gain the information they need for monitoring • Effective practise from deputy DSLs 	
Who will play a vital supporting role on this school priority?	What resources are needed?	
Vicky Kirk	<ul style="list-style-type: none"> • Paid subscription to National College online • Staff meeting/staff development time. • Protected time from senior leaders to research, plan and deliver training • Release time for subject leaders 	
What actions will we take to achieve this?	Progress notes (RAG rating)	Date
1. Research effective online training providers for subject leadership (tailored to each different subject).	Researched. Happy. Waiting on current contract to end to sign up with new provider. Also waiting on finances. Ofsted channel to be used to get started. National College purchased. Teachers signed up. Will now form part of CPD	April 2024 to start initial training
2. Provide time for subject leads to complete training in addition to staff meeting time.	Time given to history leads to watch Ofsted videos.	Initial training April

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	Time given to EYFS team to watch Ofsted videos. Time given to subject leads to prepare for governor reviews	
3. Science leads to continue their course towards the school achieving the science mark and provide time for subject leads to complete this.	Leads have attended training. Further training to be attended Science staff meetings booked in to deliver training. First staff meeting based on vision and assessment delivered. Subsequent meetings delivered on assessment and resourcing Completed. Mark awarded.	First staff meeting: November
4. Deliver series of staff meetings to improve the quality of teaching (five-a day in-house training).	Multiple delivered between July and Sept 23 PPA room contains visual display giving reminders regarding high quality teaching strategies worked on so far. The following has been covered so far: - Explicit instruction - Cognitive strategies	Ongoing July until 2025
5. Deliver series of staff meetings to improve the use of assessment for moving learning forward (use of PiXL data/KPIs on Insight/feedback).	Completed in Term 5	Initial meeting to follow Autumn assessment data
6. Further safeguarding training for deputy DSLs.	FLO online training completed. Remainder of SLT to be trained deputy DSLs using Medway training in January 2024	July 2024
7. Additional CPOMs training for all staff members bespoke to their role in school.	Initial training given in September.	July 2024
8. Deputy headteacher to complete NPQH and to work alongside a mentor from Medway.	Module 4 in progress. Assessment in September.	May 2024

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<p>9. Reading leads to continue to work on Reading for Pleasure culture and complete training related to the EEF Fluency Project. Training then to be shared with staff.</p>	<p>Support given to staff during initial set up for current academic year.</p>	<p>July 2024</p>
<p>10. Ongoing RWI training and coaching for all relevant members of staff.</p>	<p>All TAs trained during September SDD 23</p> <p>Further training delivered to the whole staff of reading the RWI stories during October staff development day</p> <p>ID now doesn't teach a group for RWI so that he is able to coach more frequently.</p>	<p>Ongoing coaching (July 2024)</p>
<p>11. Continue to make use of Medway Virtual Schools to train support staff in additional pastoral support programmes that would benefit our children.</p>	<p>Designated Teacher attends termly designated teacher briefing for primary schools to be aware of all support on offer and to make use of available training.</p>	<p>Ongoing support</p>
<p>12. Continue to work as partnership school with the English Hub.</p>	<p>Visit booked with reading and phonics lead for 27th Sep</p> <p>Visited completed. Report received. One of the highest achieving schools for phonics.</p> <p>Regular visits have happened over the year resulting in positive feedback and next steps. Results look to meet or exceed national.</p>	<p>Ongoing partnership</p>
<p>13. SENDCO to complete National Award for Special Educational Needs Co-ordination.</p>	<p>Course is underway. 2 assignments complete. ! more to go.</p>	<p>September 2024</p>
<p>14. Staff meeting sequence to allow sufficient time for training to embed, with opportunities for learning to be revisited before moving on to new learning.</p>	<p>Content of staff meetings is decided in senior leadership meetings so they are reactive to monitoring and SIP working document</p>	<p>Ongoing July 2024</p>
<p>15. CPD to allow opportunities for collaboration.</p>	<p>Fairview enrolled as a support for FS.</p> <p>LM working in partnership with HT at Fairview.</p> <p>LM accepted opportunities offered by Primary First Trust</p>	<p>Ongoing July 2024</p>

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	<p>Writing training booked in with Bluebell Federation.</p> <p>Subject reviews booked in with Bluebell Federation,</p> <p>LM, KP and VK to visit Swingate</p> <p>LM attends SDG with PFT. Relevant staff sent to PFT training.</p>	
16.Evidence gathering to take place following the EEF Implementation Guidance before CPD is delivered.	Researched biggest impact on outcomes for children. EEF suggest high quality teaching. This is something we are now focusing on with staff.	Ongoing July 2024
17.Develop the CPD offer for teaching assistants through the introduction of TA meetings.	<p>First aid training delivered</p> <p>RWI training delivered</p> <p>Safeguarding training delivered</p>	First to be completed before December

6. Increase the personal development on offer to all children

Who will take the overall lead on this school priority?	What will we see if we are successful? (impact)
Amanda Edgley	<ul style="list-style-type: none"> • Children will be more physically active or engaged socially at playtime, reducing the number of behaviour incidents at playtime and lunchtime • Timetables will show an increase in variety of subjects being taught. Leaders will be able to gather evidence that these subjects are being taught. • An RSE policy will be written and implemented. • Under used areas of the school site will be revamped and used purposefully. • Children will be able to articulate the meaning of the British Values and will apply them to their everyday lives in school. • The number of children receiving pastoral support will increase and the service on offer will broaden

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Who will play a vital supporting role on this school priority?	What resources are needed?	
<p align="center">Michelle Wintle (pastoral offer) Alice Mahon Jo Swanson-Kirwan Rebecca Power Gemma Macias Rebecca Parsons</p>	<ul style="list-style-type: none"> • Staff meeting/staff development time. • Protected time from senior leaders to research, plan and deliver training • Release time for subject leaders 	
What actions will we take to achieve this?	Progress notes (RAG rating)	Date
<p>1. Maximise resources and funds raised to encourage all children to be physically active and/or engaged appropriately with their peers.</p> <p><i>Next year: consider funding for front playground to be developed to cater for year 3 children (apparatus etc.)</i></p>	<p>Sports coaches in at playtime and are running after school clubs already.</p> <p>New playground equipment purchased and in use</p> <p>New sports coaches are required – Rebecca Power is looking into this.</p> <p>Equipment to be replenished – Colour Run will give the money for this.</p> <p>Playground zoned – this needs to be enforced by staff outside more.</p>	<p>July 2024</p>
<p>2. Monitor the implementation of the daily mile. Offer guidance to teachers to maximise impact.</p>	<p>28.11.2023 Meeting held with Medway Daily Mile lead (Kerry Searle) and PE leads.</p> <p>New resources have been collected such as distance markers.</p> <p>Daily mile to continue while adaptations to the course and recording of achievements are developed.</p> <p>Relaunch is scheduled for first week of Term 5</p> <p>Staff and parents to be informed at the start of term 5.</p> <p>Staff meeting time has been given over for staff to be introduced to the KS2 Daily Mile course.</p>	<p>Start by December 2023</p>

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<p>3. Reintroduce PE back into the curriculum twice a week. Monitor quality of the delivery to maximise movement.</p>	<p>Now back on the timetable. PE is being completed twice a week. PE Governor is coming in to see lessons.</p>	<p>Monitoring to start by December</p>
<p>4. Science leads to continue with Science Mark.</p>	<p>Completed:</p> <ul style="list-style-type: none"> • Vision produced and shared • All course dates from September to January • Action to reflection document • Staff meeting November and January, Staff development day January • Assessment method was tested in Y5 and extended to all year groups <p>Documents have been submitted. Science mark awarded</p>	<p>Staff trained by July 2024</p>
<p>5. Write RSE policy following consultation with parents.</p>	<p>Research currently being conducted by PD lead</p> <p>PD lead has written policy,</p> <p>Policy reviewed by AEP and LM. Draft policy shared with staff. Draft policy shared with parents. Parent consultation booked for 2nd February Consultation completed Staff meeting delivered 26/03/24 RSE policy to be shared with and signed off by PSHE governor.</p>	<p>November 2023</p>
<p>6. Provide necessary training for staff to deliver the RSE curriculum effectively and sensitively to children.</p>	<p>Training will be held once the full policy (see above) is ratified by the governing body. Staff meeting delivered 26/03/24</p>	<p>December 2023</p>
<p>7. Increase the available responsibilities on offer to children across the school.</p> <p><i>Next year: house captain role needs to be revisited so that they are more active.</i></p>	<ul style="list-style-type: none"> • Introduction of playground monitors • Smart School Council recruited. • PE monitors recruited and trained • House Captains in role • Librarians • Ground Force • Eco Guardians • Playground monitors 	<p>July 2024</p>

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	<ul style="list-style-type: none"> • Reading Ambassadors • Science Ambassadors 	
8. Maximise underused areas around the school site to compliment the science curriculum.	<p>Tesco grant secured and to be available in March – wood and soil is being ordered. Gardening club are now actively working on site.</p>	Areas developed by July 2024
<p>9. Increase the range of extra-curricular activities (clubs) on offer to children that go beyond sport.</p> <p><i>Next year: directed time calendar to be written in the hopes of including clubs as part of directed time.</i></p>	<p>Some teachers have set themselves appraisal targets to increase the offer to children e.g. art</p> <p>NEU members to review directed time to see if we have enough spare to ask staff to run clubs.</p> <p>Guitar lessons, choir and Cathedral singing outreach have been offered.</p>	April 2024
10. Continue to embed the use of the Smart School Council to give children a voice.	<p>Weekly meetings conducted. SCC badges have been ordered and given in assembly.</p> <p>20/10/23 SSC children updated head teacher about their actions so far this year.</p> <ul style="list-style-type: none"> • Weekly questions set throughout terms 1 and 2 • Royal Legion charity stock ordered and sold for Remembrance Day. • Children in need stock ordered for delivery early next term, CIN ideas collected by the children, merchandise sold, tag money collected and banked. • SSC aware of which classes need to be more active with answering the weekly questions. Certificates awarded to the most active classes in KS2 and KS1 <p>Now most classes are completing SSC each week. SSC are active.</p>	Ongoing July 2024
11. Scrutinise the curriculum to ensure that it offers and promotes diversity.	Diversity in individual subjects has been considered (Art, reading, RE).	July 2024

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	RE subject lead has arranged for visitors from different faiths.	
12. Closely monitor the teaching for RE and PHSE to be assured that regular, quality lessons are delivered. <i>Next year: RE knowledge and skills to be revisited and revised.</i>		First lot of monitoring by February
13. British values are known by children and are weaved into day-to-day life in school. <i>Next year: thought to be given to how British values can be covered with the children so that they know them (curriculum, assemblies, classroom practice)</i>	British Values have been shared. British Values display created for the join. School values with a similar meaning have been created and are being shared with children in assemblies (see below)	First value to be known by Christmas
14. Decide on and introduce new school values that both children and staff can be held accountable for	Values created Shared with staff/governors Shared with parents Three of the five values introduced so far 09/01 Four values now shared. Constant reinforcement during school assemblies. Children are aware of them and can identify them. Staff use them when dealing with situations with children. Bronze Badge certificates often mention the values. Values are displayed in classrooms.	February 2024
15. Opportunities to discuss online risks and social media (where appropriate) are maximised across the school beyond online learning lessons in PSHE e.g., assembly times. <i>Next year: map out assemblies</i>	Smart School Council question 29.01.2024. Assembly on Internet Safety Day 06.02.2024	December 2023
16. Through the food for life project, develop children's understanding of healthy eating habits.	Course has been attended by EYFS teacher. Tri-Parkwood to be piloted this year.	Ongoing July 2024
17. Manage TA time effectively to maximise the number of pastoral support sessions on offer to pupils on a consistent and regular basis. Expand programmes available through additional staff training.	Pastoral offer decided on. Offer put out to teachers to put children forward for. SENDCO asked to revisit timetables for all SEND support staff to maximise the number of children accessing support academically and pastorally.	April 2024

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	<p>Wait-list system is working well.</p> <p>SDQ is completed on entry and exit so that the effectiveness of the programmes can be monitored and are now on Insight.</p>	
18. PE team to apply for the Sports Mark Award (Bronze).	<p>10/2023 PE leads made aware of mark and link sent to them to look at in advance of application so steps can start to be put in place now.</p> <p>12/2023 We have a set up a log in so we are ready to start the application process. The window for this is 1st May-26th July 2024</p>	Apply May-July 2024

Ofsted

Overarching responsibility: Lee McCormack	
Section	Overall Responsibility
Quality of education	Vicky Kirk
Behaviour and attitudes	Lee McCormack
Personal development	Amanda Edgley-Pearce
Leadership and management	Lee McCormack
Early years provision	Carmel Park

Other significant areas

Area	Overall Responsibility
Safeguarding	Carmel Park (lead DSL) Michelle Wintle and Lee McCormack (Deputy DSLs)
SEND/Pastoral support	Michelle Wintle
Reading	Karen Pigott (Ian Davis and Claire Bird)
Assessment	Lee McCormack (Fran Judd)
Pupil premium and vulnerable groups	Lee McCormack
Mentoring	Vicky Kirk

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Subject leads

Subject	Teachers	Teacher responsible for monitoring subject across the school; working with subject leads and attending deep dive	Governor link
Maths	Lee McCormack and Georgia Blackwell	Lee McCormack	Craig Smith
Writing/Reading	Vicky Kirk and Amanda Miller	Vicky Kirk	Terry Wildman
Science	Alice Mahon and Amanda Edgley-Pearce	Amanda Edgley-Pearce	Terry Wildman
Geography	Sarah Bunce and Sophie Baxter	Karen Pigott	Ofonimeh Abudu
History	Louise Crosfill and Siobhan Moore	Vicky Kirk	Terry Wildman
Art/design	Jade Gladman and Jen Tapson	Vicky Kirk	Pat Lenton de Dickin
Computing	Rebecca Randall	Lee McCormack	Kevin Kasaven
PE	Rebecca Power and Gemma Macias	Amanda Edgley-Pearce	David Bubb
PSHE	Amanda Edgley-Pearce and Rebecca Parsons	Amanda Edgley-Pearce	Steve Pollard
RE	Sarah Odedina	Amanda Edgley-Pearce	Steve Pollard
Music	Emma Orridge	Karen Pigott	Pat Lenton de Dickin
Food for Life	Jo Swanson-Kirwan	Amanda Edgley-Pearce	Steve Pollard
MFL	Yvonne Getting	Karen Pigott	Terry Wildman
DT	Fran Judd	Vicky Kirk	Pat Lenton de Dickin
EAL	Gina Oseni	Michelle Wintle	Julie Medhurst