

**Park's Purpose:** to nurture aspirational, high achieving and empathetic learners who are resilient and empowered in a challenging world through developing metacognition; **Park's Vision:** to be an inquisitive, thriving learning community; **Park's Values:** Aspiration, Confidence, Creativity, and Care

### **Curriculum:**

#### **Intent:**

Park's curriculum is ambitious, inclusive and traditionally rich in cultural capital. All staff are confident to provide learning opportunities which consistently match the curriculum. Team planning ensures consistency and cohesion so that learning journeys are inclusive and effectively sequenced for cumulative skills and knowledge. The aim is that knowledge is taught and learnt through opportunities which hone learning skills. We work on a must, should could model which ensures that all are able to access the 'must' so that gaps do not emerge. We are passionately committed to rich, engaging opportunities and have a strong emphasis on literacy (including emotional literacy and drama). We teach Spanish and P4C across the school. We also maintain a strong emphasis on Outdoor Learning (including Forest School) as well as wellbeing. We are equally passionate about enriched, appropriate and targeted learning journeys for children with SEND whilst intent on inclusion wherever and whenever it is meaningful.

#### **Implementation:**

All staff know and understand what they are teaching and why. Formative assessment is used effectively as lessons are facilitated by virtue of the feedback which tailors provision. The 'should' part of our curriculum allows for ongoing practice and consolidation activities which provide enhanced long term memory growth opportunities. A mastery approach ensures that children are afforded opportunities to apply, vary and transfer their knowledge and skills. All aspects of assessment are used intelligently to inform future provision.

#### **Impact :**

In 2018 (top 2%) and 2019 (top 3%) Park's progress data was amongst the best nationally. When considering our entry data our attainment is excellent too. There is consistently excellent engagement and incidences of low level disruption are consequently rare. Pupils are prepared for the next stage of their learning as they are confident to progress. The focus on oracy is evident as the children are confident to converse about their learning as well as voice their concerns. Receiving feedback from previous Y6 students allows us to adapt and improve transition processes annually. Our core children are confident, caring and creative citizens who are ready to aim high. Our lower attainers are in our highest performing groups at KS2. There is no conflict between our offer of an engaging, broad and deep curriculum and our outcomes. At Park, happy, motivated children achieve well as a direct result of what they learn and how they are taught it. Multiple curriculum opportunities ensure pupils leave Park with a wealth of cultural capital.

### **Safeguarding:**

Safeguarding and wellbeing remain at the core of our practice and decision making which ensures that we are proactive and family centred in approach.

Children are safe because: effective communication between school and home (weekly calls home during lockdown and additional calls to vulnerable families) encourages families to seek assistance and parents/carers report that they feel supported by the school; decisions are made with the wellbeing of children and families in mind e.g. during lockdown provision was offered to families identified according to Park's vulnerable criteria, in addition to the DfE criteria resulting in up to 40 children attending school per day; clear and up to date policies and procedures mean that all staff know how and when to raise concerns so that they are acted upon in a timely manner e.g. difficulties in making contact with a family are quickly logged and followed up to ensure a child's safety and prevent CME; school makes provisions for families where necessary e.g. support with food from day 1 of lockdown for all vulnerable families, not just FSM; school continued to offer pastoral and educational support to families who had moved away from the area but were unable to secure a new school place; accurate registration remains a priority with close attention paid to creating and maintaining *bubble* and *pod* registers as school gradually reopened to more children, including first day calls home to children who did not attend when expected; attendance at core groups, CIN meetings and CP conferences continues; staff stay up to date with safeguarding training & DSL attendance at weekly network meetings; access to educational provision is a priority for all through the loan of devices, provision of paper packs and resources and Park's YouTube channel; school signposts families to information that can be accessed at home such as online safety material and the NSPCC's virtual assembly; children are regularly reminded how to seek help with an online *Worry Monster* form added to the website for children to raise concerns; induction procedures for new staff continue to be followed, adapted where necessary due to lockdown; the children's wellbeing is considered as part of the curriculum including carefully selected books shared online in Park Reads.

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### **Behaviour and Attitudes:**

Children's behaviour at Park is outstanding. Respect permeates relationships at all levels and the children care because they know we do. There is a calm and purposeful atmosphere which is maintained through understanding; the children and staff know what is expected of them and they are keen to oblige. Children are motivated to learn. We encourage all children's confidence to approach staff when things are not right. All are encouraged to be open and, consequently, they are because they know their needs will be carefully considered and then acted upon. There is an inherent coaching culture where, over time, children learn to be responsible for their decisions, actions and words. Park's values (which are British Values) and its positive ethos are entrenched and well understood. All adults act with integrity towards the values and thus there is an evident culture of trust and mutual respect. This permeates the entire institution and excellent relationships are built, invested in consistently and thereafter maintained with the entire community. Between March and July 2020 the majority of children became increasingly autonomous in their home learning. Where children were not accessing the Google Classroom, swift intervention ensured that this was not an issue of inaccessibility. An additional finding was increased confidence for many children whose confidence was not always apparent in class. Collected data shows that these children asked questions in the virtual classroom and, on return to class, this confidence continued.

### **Leadership and Management:**

All leaders and managers share in the school's values and embody them in practice. Leaders ensure that staff are empowered to focus on the business of teaching and learning by leading through clarity and transparency and removing unnecessary concerns. There is excellent distributed leadership and teams function well through clear lines of accountability and effective relationships. Staff wellbeing is at the core of the decision making process and there is open dialogue about maintaining positive mental health. Consequently, staff are happy, motivated, passionate and they care deeply.

Leaders (defined as anyone in any role) engage with the community at all levels; effective relationships underpin everything. The whole community knows it is valued and cared for. Parents/ carers are listened to and responded to with understanding. Decisions made are justified or amended. The Complaints' Procedure is rarely ever enacted as we communicate (listen), act, evolve and reach compromises. The twice [annual parent survey](#) is always overwhelmingly positive and where individual queries arise they are always followed up and acted upon. A huge endorsement is that we did not receive one negative comment in lockdown: [comments](#).

### **Next Steps/ Priorities:**

1. To further build an inclusive creatively delicious curriculum which openly challenges unconscious bias and is accessible to all learners at all times (virtually/ in class/ in groups/ on Saturdays).
2. To implement an intervention strategy which allows all to catch up (when compared with their own trajectory) and keep up and which additionally ensures continuity of the 'must' curriculum regardless of periods of absence/ isolation (acknowledging the need to support families as well as the children in this area..)
3. To creatively enhance our curriculum for cultural capital at a time when visits, visitors, residential etc are not possible.
4. Build on the independence, resilience and self discipline skills honed during lockdown to further ensure that our learners are equipped to be effective citizens of the future.
5. To ensure excellent value for money through effective targeting of all grants so that our most vulnerable children and families are supported to access, interact and engage with and thereafter achieve well.
6. To enhance our SEND offer through specialist teaching and targeted, time limited interventions (particularly in Lower KS2 in writing and maths for our SEND support group).
7. To embed policy and practice so that we are a consistently self-improving institution where practice is research informed and staff continue to be (and feel) valued, empowered and developed.