

Park Primary School Self Evaluation – where we are July 2021

School type	Community
Post code	E15 4AE
Telephone	020 8534 4065
Email	info@park.newham.sch.uk
Website	www.park.newham.sch.uk
DFE No.	3162051
Ofsted URN No.	102736

Number on roll	650 (including nursery)
Head Teacher	Natasha Ttofalli
LA	Newham
School type	Community
Last inspection	March 2017
Overall Ofsted grading	Good
Updated	July 21

Contextual details – A great start to education and a broad, challenging, and enriching curriculum thereafter.

<p>Number of languages spoken: 53</p> <p>% of children who speak more than one language: 54% (Total number of children (640) minus the number of children whose first language is English(291))</p>	<p>No. of Classes: 21 (24 including 3 separate Nursery Classes) 3FE Classes of up to 30 in Y1- Y5 from Sept 21. Growing roll from bottom up due to expansion. Nursery 30 am and 30 pm officially opened Jan 20 post statutory consultation 21-22 - Y6 only year group which still has a cohort of 72.</p>	<p>Senior Leadership Team: Clare Broadhurst- DHT (Dep DSL) Imogen Cook - AHT Lower School Ilona Patora - AHT Upper School Victoria Loughran - AHT Inclusion (DSL) Natasha Ttofalli - HT (Dep DSL) Chloe Rice (EYFS Phase Leader) Suhi Chandrarajah (Lower School Phase Leader) Richard Hodkin (Middle School Phase Leader) Mags Phelan (Upper School Phase Leader)</p>	<p>Religion/ Belief Breakdown: Muslim: 51% Christian: 22% Sikh: 3% Hindu: 3% Buddhist: 1% No Religion: 8% Other: 4% Refused: 2%</p>	<p>Ethnicity Breakdown: Bangladeshi: 27% Indian: 15% White Eastern European: 10% White British: 9% Pakistani: 8% Black African: 3% Other Mixed: 5% Other Asian: 3% Other Ethnic Background: 18% Black Caribbean: 2%</p>
<p>Pupils eligible for Pupil Premium: 146</p>	<p>Pupils with SEN: 72 (SEN Support and EHCP)</p>			
<p>Chair of Governors: David Asuni Vice Chair: Jo Black</p>	<p>Gender breakdown: Female: 51% Male: 49%</p>			

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

Park's Strategies:

- ✓ Securing a safe, mutually respectful and trusting environment where children and staff are confident to speak out.
- ✓ Maintaining high expectations for all (staff and children) whilst valuing effort, perseverance and hard work.
- ✓ Making all decisions in the interests of the child and community; we genuinely value everyone's voice and contribution.
- ✓ Building and maintaining excellent relationships across the school community through [excellent communication](#): listening and securing improvements.
- ✓ Providing a varied, rich and engaging curriculum which scaffolds, challenges and expects risks to be taken.
- ✓ Placing learning and the learner (staff and children) at the heart of teaching.

Overall Effectiveness: our view is that we add excellent value (our progress data is our outstanding evidence but beyond that):

- **In 2018 (top 2%) and 2019 (top 3%) we were amongst the best schools nationally for progress across [KS2 in Reading, Writing and Mathematics](#).**
- [The on-entry attainment of the majority of children is below national average](#)
- We measure deprivation perceptively and our Pre Early Help offer is exceptional because we genuinely consider the context of the child.
- Parental feedback to the school's annual survey is overwhelmingly positive over time. [February 2020 Feedback](#) [February 2021 Feedback](#)
- [Strengths of Park from Parent View / Strengths of Park from Staff View](#) [SLT SWOT July 21](#)
- The safe, secure and friendly atmosphere supports the needs of all children and families. [Website](#), Wellbeing Walks, Star of the Week Lunch with the HT
- The Governing Board are empowered to fulfill their roles through transparency and accountability - eg [HT Report](#)
- Our school offers its children an excellent platform to lifelong learning through building metacognition; empowered decision making and aspirational life chances. [Learning Powers](#)
- We maintain excellent communication and partnerships between parents and staff to support wellbeing and achievement. [eg of a lockdown letter](#) [Timetable for Empowering Parent/Carer Sessions](#) [July 20 return letter](#)
- Our strong school ethos based on high expectations with a focus on confidence, creativity and care is embedded in all that we do and as such all of our community feel valued and they care because we care. [Aspirational individuals who are confident, creative and who genuinely care.](#)
- We are a model of cultural diversity and cohesion where difference is genuinely celebrated. Our non-compulsory uniform allows for individual liberty which only impacts positively on our ethos.
- Children are proud of who they are; as such they speak positively about their sense of cultural identity which complements their learning in many ways. [Park's Values are British Values](#) - this is shared in Newsletters and on the tannoy so that it is integral to our ethos.
- Staff and children are trusted and empowered; wellbeing and workload is constantly considered: [Learning and Teaching Policy Statement](#)
- Our curriculum is varied, rich and experiential; it offers a breadth of rich experiences and skills' development: CAT days, DOG days, Forest School, outdoor learning, Circus Skills, extensive drama and creative music, Spanish from YR. Thinking Through Texts.

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- Our children leave Park: loving learning; valuing the importance of strong relationships; caring about what they do and how they do it and understanding that their behaviour impacts upon others. They feel empowered and inspired to achieve at school and beyond. [Y6 Pupil Voice Questionnaire](#)

The Quality of Education (Intent (Cc design, coverage and appropriateness), Implementation (Cc delivery, teaching, assessment) and Impact (attainment and progress, reading)	
<u>Our Offer from April 20 - Summer 21</u> was <u>exceptional</u>: varied, inclusive, <u>supportive</u> and inspired. <u>Pupils' thoughts</u>	Main areas for development (09/21-07/22)
<p>Intent- Park's curriculum is ambitious in intent; we expect learners to acquire (over time) the building blocks to success through an ambitious curriculum mix of knowledge, skills and dispositions Our focus on effective language acquisition means that we aim for all to be given, over time, the tools to succeed as a master of language. Our English Learning Journey ensures that children use the words they read to inform their own language choices and experiment with structures to build their own narratives and texts. Vocabulary acquisition is a priority. Teacher talk and teacher listening is broadly balanced; we aim for teaching to be perceptive and responsive to the needs of the learners through really listening to their responses and thoughts. Our focus on aspiration equips all children with a sense of self-belief, a desire to achieve and a work ethic which supports their understanding that 'practice and hard work will ensure a greater capacity to achieve'. We maintain breadth and depth in our curriculum through variety, exploration, risk taking and disposition building. We believe our children should feel genuinely included in our curriculum so we ensure it reflects their experiences and cultures when relevant; it is thus constantly evolving. Our curriculum is not narrowed because, where need is great and precision intervention required for class or year groups, booster work, holiday school and mentoring sessions take place outside of the school day. Targeted and specialist interventions for children with SEND run throughout the day including: communication and interaction, physical skills as well as developing knowledge and skills in English and maths. Our PPA offer (CAT Days) is a USP for Park: drama, Thinking Through Texts (TTT), Spanish and musical appreciation are at the heart of the offer with an emphasis on language play and deep language understanding. Implementation- At Park, learning and teaching is defined as acquisition and facilitation and is informed by two way feedback. Teachers, through targeted professional learning, have a good knowledge of the curriculum they are required to teach and are equipped to do so through the perceptive and proactive approach to resourcing and development employed by subject leaders. CPD is offered at the whole school, targeted and individual level. Teachers are encouraged to teach across the year groups to maximise strength and passion and benefit from phase leader bespoke support for development. There is a clear expectation of lesson components which ensures consistency; team-planning supports this. Research-informed guidance supports increasingly effective modelling; precise and open questioning; good partner-communication and allows feedback from the learners to drive learning within a session and across sessions. Due to the sequential nature of our curriculum, children remember content and knowledge and are able to assimilate this into 'big ideas'. (CPD: Forgetting curve, revisiting learning, low stakes assessments). Teachers and leaders use assessment well: to help pupils embed and use knowledge fluently/ to check understanding and inform teaching/ to understand different starting points. Year group planning expects to match the aims of the curriculum flexibly and allows for professional decisions based on feedback at the point of learning to ensure the learners make at least good progress over time which is evidenced in lessons, books and summative data. Some lessons will be consolidatory and some progressive, some will expect knowledge acquisition and others will be necessarily repetitive to embed knowledge and hone skills. Teachers focus on the 'what' through the consideration of knowledge acquisition and they develop the skills in the consideration of the 'how' i.e. how will this best be practised and learnt? The learning environment is stimulating and empowering through the ethos messages which enrich the corridors. The classrooms maintain a balance between valuing process and finished pieces (in order to value learner effort) and the Learning Walls which complement current learning and empower learner independence. We continue to place reading at the fore and encourage as many reading opportunities as possible so that children, over time, develop a love of reading and an appreciation of the written word (Down Tools Reading, performance poetry, choral speaking, drama, Thinking Through Texts as well as Guided Reading and Reading as a Reader activities in the English LJ) Visits, visitors, Forest School, CAT Days, P4C, Park usage, community projects, music enrichment, chess, Skills Builder, Cleaner/ Greener, Shakespeare project, BFI project etc all support our endeavour to allow excellent cultural capital to improve life chances for all. Wellbeing is placed at the core of the curriculum's implementation, e.g. schemes of work and teaching materials. An emphasis on phonics and early efficient reading means that Park's children are confident to manage the challenge of texts across the entire curriculum as they encounter them, they decode and then question understanding as needed. Impact- Pupils achieve well as evidenced by our end of Key Stage assessment data. Pupils develop a love of reading through rigorous early phonics to achieve fluency alongside comprehension skills. They also apply mathematical knowledge, concepts and procedures taught to creatively solve mathematical problems. Children develop the knowledge and skills needed for the next stage of their education and we ensure excellent communication with providers so that the overall experience is increasingly positive for them. We undertake a meaningful transition period (N-R, R-1, 2-3 and</p>	<p>Target: to deliver an ambitious, engaging Curriculum which is clear in intent, implemented progressively by empowered professionals and impacts well so that all learners make progress and achieve well.</p> <p>Create a meaningfully inclusive curriculum by:</p> <ul style="list-style-type: none"> -Decreasing the unconscious bias in the curriculum through increased diversity in areas of study. -Maintaining a weekly online offer. -Intervene to catch up and keep up (ie intervention that can be remote/ actual). -Continue NTP <p>Further grow a creative offer through:</p> <ul style="list-style-type: none"> -Increasing outdoor learning opportunities further. -Developing P4C taught within curriculum subjects to support children's thinking skills and understanding of the topics they are learning about. -Using drama techniques throughout the curriculum. <p>Grow a curriculum which creates aspirational and capable learners through:</p> <ul style="list-style-type: none"> -Enhancing Learning Power. -Continuing to enhance curriculum vocabulary. CPD -Embedding the Writing LJ and improving strategies for scaffolding at sentence level so that children are empowered to move from words to phrases appropriately orally and then in writing. -Making STEM irresistible. -Making literacy delicious. -Increasing research informed CPD, with opportunities to feed back, discuss and implement changes

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6-7) where we really consider the needs of all learners and try to ensure that the gap is bridged between where they are now and where they will need to be (academically and emotionally- eg Y6 Easter School). We have a Y7 reunion in the Autumn Term which supports the children's (and our) future development. Where children invest in the content of the curriculum they learn it well and retain the knowledge whilst acquiring the learning skills for life. Mid-phase arrivals are considered at every point and assessment allows for their ongoing progression to be appropriately considered.	-Fully implementing a progression of skills in foundation subjects -Moving to a deeply entrenched knowledge, skills disposition model.
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Behaviour and Attitudes (attitudes to learning, behaviour, exclusions, attendance, bullying)	
<ul style="list-style-type: none"> The behaviour is outstanding, with a rigorous and consistent Relationships and Positive Behaviour Policy which is implemented by all. Where incidents occur they are dealt with perceptively and quickly and therefore do not escalate. The open culture which encourages confidence and our outstanding relationships allow children to speak out when things seem unfair/ not right or if they are unhappy. There is a growing culture of 'consent' which children are increasingly aware of. Learning dispositions are valued as the building blocks to ongoing success; we therefore build Learning Power. Excellent relationships with parents afford transparent communication relating to all aspects of the children's development and behaviour. Professional Learning Communities/ Pupil Voice show that praise for learning is well used to recognise effective behaviour. Learning targets are created with the children, not for them. Attendance from Sept 20 - March 21 has been above Newham average and has remained around 95% Average attendance at live sessions during Lockdown 3 was 85- 90%. A coaching culture exists across the school where children are spoken to respectfully to consider inappropriate behavioural choices and expected to learn from experiences. The NTP was taken up in the Summer Term. Targeted children (72) were taught online by known tutors; they embraced the learning opportunity. Children take responsibility for their own behaviours. The 'soft' unsupervised entrance in the mornings allows the children to feel trusted and in return they do not let us down. All aspects of safeguarding are perceptive, intuitive and consistent. Pastoral Care and commitment is exemplary: Bounce Back, learning mentors, zones of regulation, brain buddies (MHP), play therapy, sports coach, play leaders are all well-implemented. We teach the children the value of aspire not just admire The emphasis on intrinsic rewards nurtures learners who are driven, <u>self regulated</u> and self motivated. Our emphasis on philosophy and thinking, develops children who can reason and be reasoned with. CPD on setting and developing the culture of a new class. There is a genuine appreciation of the need for language to support achievement (<u>emotional</u>, educational and functional) The children want to attend school because what they are offered engages them, enthuses them, excites and includes. 	<p>Target: to ensure that excellent behaviour for learning allows children to engage with their curriculum, confidently and capably.</p> <p>-To ensure that the behaviour and attitudes of children exemplify Park's values.</p> <p>-To ensure that the excellent behaviour shown in school is exhibited at all times.</p> <p>- To continue to build learning engagement, enthusiasm and positive attitudes through:</p> <ul style="list-style-type: none"> Enhancing the momentum of implementing Learning Power. Increasing the children's capacity to have ownership over their behaviour choices. Creating increasingly autonomous learners through teaching metacognitive strategies. Continuing to place safeguarding at the core of everything we do. Ensuring the wellbeing of every member of Park's community. Building an increased understanding of challenges for all.

Quote from a Cricket Coach July 21 "If today turns out to be my final session, allow me to thank you for the opportunity of coaching your students. It's been an amazing experience and they are a credit to your school. Their enthusiasm and willingness to learn is refreshingly outstanding."

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Personal Development (SMSC, Fundamental British Values, careers guidance, healthy living, citizenship, equality and diversity, preparation for the next stage)

At Park there is a genuinely open culture where relationships are placed at the fore; children are respected and expected to respect in return. Forest School and outdoor learning develops children's broader interests in their world and our [extra-curricular activities](#) offer opportunities for pupils to develop talents and interests. Our emphasis on care relates to everything. Children are prepared for the next stage of their education through an emphasis on developing their character through the focus on [Learning Powers](#) ([LP approach to target setting](#)), Growth Mindset, induction and transition, self-discipline, resilience, independence and hard work. There is a genuine focus on being 'next stage ready'.

The school's open culture actively promotes all aspects of children's welfare; healthy bodies and healthy minds are discussed. The [PSHE jigsaw curriculum](#) is complemented by: Wellbeing Walks with the HT and school Wellbeing Dogs; [P4C](#); [Mood Meter](#); mentoring; [SRE sessions](#) provide an age-appropriate understanding of healthy relationships and personal development. Our Mental Health practitioner allows for perceptive staff and child intervention. Staff are aware of the need to look after themselves in order that they can look after the children in their care. An open culture relating to mental health as well as physical health is embedded.

- Transition between phases is carefully considered and involves parents (workshops / zoom calls / Forest School sessions / secondary school workshops)
- Perceptive intervention and Forest School where needs are great (children as carers/ siblings of sick children/ siblings of children with SEND/ ill parents)
- Forest School provision generally and a focus on outdoor learning prevails.
- One teacher per year group is targeted to follow the children up to ensure seamless, ongoing and aspirational provision.
- Star of the Week lunch
- Park's Values are British Values - [creative staffing structure](#) - [Park's Values Led approach to School Improvement](#) to incorporate the fact that Every Child Matters with implicit values.
- [Current Affairs](#) assemblies and monthly celebrations of cultures promote tolerance and awareness of the world, and embraces our diversity
- Extensive personal development of pupils through opportunities for a wide range of educational visits and inviting visitors to the school; promoting development of pupils' talents and interests

Target: to continue to foster an open culture which actively promotes all aspects of welfare: physical, mental and emotional where all are cared for and respected and care and respect in return.

Create a community equipped to thrive now and in their next phase/ stage through:

- Engage the children fully with the world around them through [Picture News](#)/ Sustainability/ Charity
- Continue to support vulnerable families through Park's Pre- Early Help.
- Renew focus on healthy living choices
- Support for families with chn with SEND (if we were to lockdown again)
- Be increasingly creative with our parent workshop offer
- Workshops with families about theirs and their children's physical and mental health
- Longitudinal transition offer
- Post lockdown, increase opportunities of competition (chess, spelling, vocabulary, TT Rockstars inter house sports' competitions)

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Leadership and Management (vision and ethos, staff development, staff workload and wellbeing, off-rolling, governance/ oversight, safeguarding)

Leadership at Park is values led, distributed, trusting, evaluative and personable. SLT and Learning Leaders empower their teams through effective development opportunities whether that is observing each other, sharing good practice or giving time to develop oneself. [CPD Overview](#)

Leadership is empathetic; the impact upon staff wellbeing is considered meaningfully at every decision point and, as a result, staff know they are valued and cared for. In turn, this leads to a contented staff who are motivated to achieve well. Unless for promotion or personal reasons, there is a low staff turnover. Staff are confident to report concerns and issues are dealt with quickly. Leaders are meaningfully deployed to focus their attention on the learning in classrooms. The growth mindset and professional approach permeates all levels of learning. The leadership team exemplifies the importance of clear modelling and integrity. [We care about the feedback we receive and we adapt accordingly](#)

When workload issues are identified, leaders act perceptively and proactively to supportively achieve a consensus and change course (eg Reports) Appraisal, whole school priorities and professional development are increasingly aligned for maximum impact whilst allowing for an individual's needs. Leaders are pedagogically, research-informed in order that staff can appreciate the context of any change which occurs. The capacity to opt in to every third element of the CPD offer allows staff to exert influence over their own development path.

Leaders at all levels build strong relationships through general check ins, team meetings and 1-1s.. Cohesion and consistency is created through trust and transparent expectations.

Governors secure excellent oversight of resource management. Regular meetings between the Chair and HT allow for challenge and support relating to structure, deployment and general curriculum resourcing. Governors are invited to SLT meetings, Learning Walks and CPD sessions

We offered exceptional additional safeguarding [March 20 to July '21](#) Our Early Help offer and perceptively timely referrals offer excellent protection and intuitive support.

We, as leaders seek to engage parents and their community thoughtfully and positively in a way that supports all pupils' education; this positivity is not to the detriment of strength of purpose. Decisions are made in the best interests of the children but considering the staff's wellbeing at all times; driven by the need to develop and strengthen the quality of the workforce.

Leaders at all levels maintain high ambitions for all pupils despite the challenge afforded. We work hard to reach all of our families: 108 food parcels given weekly in lockdown (delivered where necessary and bespoke packages were prepared); Park's food bank established June 21; Loaned 120 laptops/chromebooks and supported online access throughout.

We build relationships and perceptively intervene to aim for the best possible outcomes for all; we expect the best for them and of them. Staff comments: *'When SLT members are approached, explanations are given or appropriate actions are taken in a timely fashion. 'Their vision is clearly shared with us and includes us in the process.'*

Staff are looked after: 1-1s, wellbeing updates, Wellbeing Days and the emphasis on care means we are all looking after each other.

There are multiple and varied staff development opportunities.

There is genuine [Distributive leadership](#), an empowering and creative structure and excellent communication ([briefings and updates](#))

Secondment opportunities (SEND and CAT) allow development without removal.

The expectation that a teacher, each year, accompanies children up, ensures that no moment is missed/ progress is seamless.,

There is a strategic and comprehensive approach to recruitment and retention - [Advert](#)

Dog Days allow staff to specialise as well as build relationships across the year group which build trust and interdependence.

SLT release staff for wellbeing days, reading days CPD time; there is a genuine open door policy

The value of aspiration pervades everything in a truly supportive fashion; we expect all to expect the best of themselves e.g. high expectations of what might be 'inconceivably' be achieved in lockdown secured that the very best was achieved.

Target: through an inherent and implicit safeguarding culture, leaders, at all levels, focus on building and sustaining an inspirational and well led learning culture in 21-22 by:

- Creating more leadership 'shadowing' opportunities
- Coaching/observing 'excellent' practitioners.
- Building a self-improving system where: staff drive their development; research informs practice and coaching conversations mean responsibility for improvement lies with all.
- Decreasing the unconscious bias in the community through transparent and courageous conversations across it.
- increase staff's responsibility for their own professional growth through empowerment and self identification of need. Personal Development [SEF](#)

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Effectiveness of Early Years:

Outdoor Learning- Throughout the year the EYFS children take part in Forest School sessions which have a huge impact on their holistic development; in particular in their prime areas of learning. The sessions also develop independence, perseverance, problem solving and risk management. Outdoor learning is central to what we do at Park. Reception children learn in our big playground weekly where they develop gross motor skills through bike riding and large scale movements. They also have the opportunity twice a day to free flow inside and outside in our reception outdoor area. Nursery have access to the outdoor playground at Little Park to work on these same skills.

Curriculum- The EYFS curriculum follows themes and offers opportunities to explore topics based on the interests of the children within their classes as well as within the cohort. Staff have high expectations of the children and they make good progress. We strive to close achievement gaps by providing targeted intervention for lower achieving children and ensure their parents are kept informed of how to support their child at home. Higher achieving children are challenged through the provision, high level questioning, and through next steps shared with them and their parents. Assessment is based on high quality interactions and observations with children. The children are involved in identifying their next steps which are then fed back to the parents.

Learning areas- Each classroom has 7 areas of learning from the EYFS curriculum. There is opportunity for mathematics and writing throughout each of these areas. The garden area and the courtyard also have planned activities set out for each area of learning. Key adults are given activities to be led during free flow play, to support the children in their mathematics, literacy and prime areas. The learning environments provide continuous provision so that the children can access resources freely, encouraging creativity, independence and use of imagination. The children are encouraged and given the independence to access each of the 5 environment areas for learning, including 3 classrooms and 2 outdoor areas. We also have a developing sensory area, which we use for small group sessions or 1:1 sensory and music play.

Transition - The children's transition from Nursery to Reception is expertly managed through; close relationships with main feeder nurseries, Park [Stay and Play sessions](#) with parents and their children (new intake) in the Summer Term complemented by two home visits, setting up parents onto Tapestry so the children can begin to access some learning before joining us at Park, organising a phased and [staggered start](#) to Reception in the Autumn Term and inviting parents in for coffee mornings so they can meet the Reception Team and share curriculum information.

Transition from Reception into Year 1 has been improving year on year and children are supported by; classes spending time in the Y1 classrooms to get used to the environment and used to sitting at the tables, Y1 teachers spending time with the children from their new class, children being set up on Google Classroom, SEND transition booklet being sent to families, children being collected from the main playground on organised days at the end of Summer 2, inviting parents in to see the Y1 learning environments and meet the class teacher for a Q&A session, Year 1 children beginning slightly later than the rest of the school and end slightly earlier during the first two weeks of the Autumn Term, holding workshops in Autumn 1 to introduce the Y1 Team, share expectations and curriculum information and free flow learning to still take place during Autumn 1.

Headline

- Plan in time for learning communities where teachers have the time to spend in each class and watch others teach to further develop their own practice. (N&R)
- Ensure LSAs and EYES have safeguarded time for planning group sessions alongside the teachers. (N&R)
- Continue to develop the outside courtyard and Nursery garden. (N&R)
- Planned phase meetings to focus on the implementation of Tales Toolkit to ensure all staff are confident to use it correctly. (N&R)
- Summer term, launch Bounce Forward, Think Equal programme and review outcomes. (R)

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