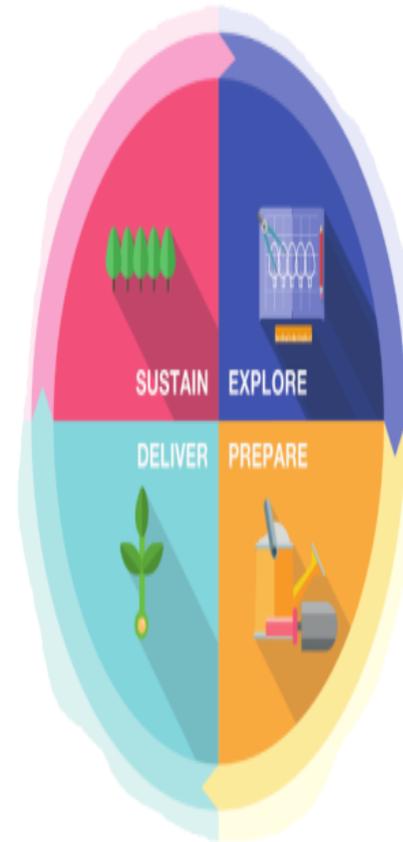


Sustain (with equal impetus)

- Learning Power Approach
- Emphasis on language development/ vocabulary
- Outstanding progress at KS2
- Outstanding behaviour and behaviour for learning
- A wellbeing driven culture for the entire community.
- The maths mastery curriculum.
- A relationships' embedded approach at all levels
- Excellent transition at every point.
- A culture which allows all to thrive.
- A values-driven approach to all aspects of school life
- Our outstanding CAT Day offer
- Parent partnership with outstanding 'Early, Early Help'

Deliver (and embed with depth and integrity)

- An outstanding fully inclusive model. Embed provision facilitated by SEND teachers and an inclusion team map with classroom staff and to ensure all classrooms are communication/ ASD friendly
- A Research Informed School [3 tiered approach to Staff Development](#)
- A self improving system where the best development opportunities come from peer partnership and coaching conversations. [\(personal SEF\)](#)
- An Education for Change which breeds aspiration for all not admiration
- An outstanding team approach to safeguarding in its broadest sense.
- [A Leadership Structure which is principled and distributive in approach.](#)
- An emotionally literate school
- A full year's appraisal cycle for all
- Excellent and varied learning opportunities which build on prior learning, hone skills and deepen knowledge.
- A curriculum which prepares all for the next stage of their learning and life.
- A curriculum (once again) rich in cultural capital.
- Forest School
- Closer, deeper relationships with NNLP schools which support and challenge school improvement.
- A successful STEM curriculum
- A consent informed approach: empowering the child's voice and understanding of how to stay safe.



**Explore and prepare taking first steps to excellent implementation (learning and evaluating as we progress)
KEY PRIORITIES IN BOLD**

- **A new approach to SEND teaching and inclusion - with a focus on lowest 20% + children on different pathways.**
- Reception baseline assessment
- Reception new EYFS and ELGs - Progress
- Early Career Framework and Park's Recently Qualified Teacher offer
- **A curriculum with increased challenges for all which is inclusive and aspirational for all** [Beyond Forest School - the next steps in our outdoor offer \(UEL\)](#)
- A curriculum which expects ultimate application ability (agile learners empowered due to deep understanding - core masters)
- **Develop subject leaders to be expert in their field (and confident in their leadership) so that they are empowered to support and coach colleagues as well as lead an excellent offer (Appraisal)**
- **A 'Thrive Again Curriculum' (catch up/ keep up/ wellbeing model): to return to a curriculum which is rich in Cultural Capital and deep in opportunities to nurture all aspects of personal development.**

Key Issue: Quality of Education Key Performance Indicator: There is a clear, comprehensive, engaging and challenging curriculum in place which is ambitious for all and expects growth for the whole child. Strategic Leads = Clare Broadhurst and Richard Hodkin

Business as Usual 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.

21-23
Fully implement a 'Thrive Again Curriculum' (catch up/ keep up/ wellbeing model) to return to a learning climate which is rich in Cultural Capital and deep in opportunities to nurture all aspects of personal development.

Implement a curriculum with increased challenges (complexity/ opportunities to fail as well as extension) for everyone which is inclusive and aspirational for all.

Success Criteria: (foci taken from SSAT Fwk for Exceptional Education where relevant)

- Engaging and challenging curriculum in place evidenced in pupil attitudes and books.
- Curriculum map stipulates Cultural Capital as well as knowledge acquisition and skills' progression
- Pupil conferences indicate that children retain knowledge
- MOTs indicate that, in all lessons, children are challenged and expected to make good progress and achieve well
- PPMs indicate that children make expected progress and where they are not they are highlighted and accessing intervention.
- Books suggest a range of activities in each unit that require the children to dig deep and build both knowledge and skills.
- CPD map balances subject knowledge for staff with development opportunities.
- The breadth of the curriculum is clear for all to see (Drama, TTT, FS, Spanish, Music, Dog Days, Enrichment Days)
- Activities undertaken in lessons allow for the development of learning dispositions.
- Quantitative data indicates that children make good progress and achieve well
- Qualitative data indicates that children retain knowledge over time and have opportunities to build on prior knowledge
- Learners are collaborative in approach but independent when necessary
- Creative strategies and techniques are employed across a range of lessons
- A culture of reflection is nurtured where learning skills are developed through evaluation and learners are encouraged to identify and address their barriers to learning.

Detailed actions and operational intentions to be captured on the School Improvement and Development Plan 21-23 and individual Area Improvement Plans

What changes will we see in 2021-23?

The updated EYFS framework will be implemented and a programme for how this transitions into the KS1 curriculum will be developed. The curriculum will increasingly represent the diverse nature of our school community in order to further develop aspiration for all. Challenge for all will be increasingly evident in all areas of the curriculum. Children will continue to have opportunities to revisit previous year groups' learning that may have been missed due to the school closure whilst ensuring that they meet current year group expectations. Children's ability to challenge and question each other will develop so that deep learning takes place.

Questions for Governing Board/School Improvement Advisor/ Peer Schools to consider:

Does the Climate for Learning allow for respectful relationships? Is there an appropriate level of stretch and challenge? Are children sometimes appropriately struggling? Are the Learning Environments purposeful? Do the learning environments allow for independence and collaboration where required? How do you know your curriculum is a progression model? Do teachers understand components and composite goals? How do you know pupils make progress by knowing more and remembering more? Are teachers using rehearsal to build automaticity? Is the Curriculum's intent ambitious and inclusive? Does clear formative assessment and feedback drive learner progress? Is there any narrowing of the curriculum? Do lessons over time facilitate knowledge acquisition as well as a honing of learning dispositions? (collaboration/ independence/ resilience/ team, work/ creativity/ flexibility/ perseverance)

Does staff development empower and motivate staff and is it research informed? How do you know? Is the phonics scheme effective? How has the school managed the changes in provision of SRE? What were the outcomes of the consultations? How have you implemented the updated sexual harassment guidance? Equality and protected characteristics, how are they demonstrated in the curriculum? (Age, Disability, Gender reassignment, Marriage/Civil partnerships, Pregnancy/Maternity, Race, Religion/Belief, Sex, Sexual orientation)

Key Issue: Behaviour and Attitudes - Strategic Leads = Victoria Loughran and Suhirtha Chandrarajah

Key Performance Indicator: The behaviour and attitudes across the community are caring, considerate and respectful; relationships are meaningful.

Business as Usual Target:

To ensure that excellent behaviour for learning allows children to engage with their curriculum, confidently and capably.

To ensure that the behaviour and attitudes of children foster Park's values.

To ensure that the excellent behaviour shown in school is exhibited at all times through deep and trusting relationships.

Success Criteria/ Evidence Base

- Learners are engaged in learning across the curriculum, standards are consistent across subjects.
- PupilVoice, ParentView and StaffView confirm that pupils feel safe and that issues are dealt with effectively
- Monitoring of the behaviour logs suggests that the number of incidents involving the same children are reducing and that the number of incidents in general are not increasing
- Whole school attendance and punctuality is improving and parental support is targeted and effective. Groups are analysed and where patterns exist, families are supported and empowered to attend and be punctual.
- Non-negotiables for Learning Behaviour are understood by all
- Playground behaviour is as per our expectations and the number of red cards given is decreasing
- High expectations are responded to and resilience is strong.
- Attitudes to learning as seen in MOTs, LWs and pupil conferencing are positive and where they are less positive, children are supported.
- Relationships at all levels remain strong.
- Culture and ethos in school is tangible and pupils and staff buy into it with understanding.
- Behaviour for learning is appropriate and effective for the task set
- Learning skills and dispositions are honed over time and within sessions

Detailed actions and operational intentions to be captured on the School Improvement and Development Plan 21-23 and individual Area Improvement Plans

What changes will we see in 2021-23?

Tolerance and mutual respect will be embedded in a deeper understanding of individual differences and experiences. Children will be increasingly confident to explain their feelings and they will be able to empathise to a greater degree through the additional depth of understanding that the curriculum offers them.

Questions for Governing Board/ School Improvement Advisor/ Peer Schools to Consider

Is behaviour really outstanding? How do you know? Is there a consistently high expectation of learners' behaviour? How is a low tolerance of bullying and discriminatory behaviour maintained? Do behaviour logs exhibit patterns which are being acted upon? Is behaviour exhibited at break and lunch times consistent with behaviour in the school building? What does Parent View say? Are there trends in responses? Is the school doing anything to respond to perceptions? Are relationships positive across the community and do they contribute to the respectful and caring ethos of the school? Is attendance and punctuality good? If not, what is the school doing to improve the situation? Is a safe, calm and orderly environment expected? Are routines embedded, expected and explained? Is there a good understanding of individual differences? Are children motivated, positive and self disciplined? Do high expectations permeate everything? How are they conveyed? Is there an understanding that academic achievement is on par with social capacity and emotional intelligence? Are relationships respectful, caring and empathetic? How does the school create its ethos?

<p>SEND Target: Implement a new approach to SEND teaching and inclusion - with a focus on the lowest 20% included in classroom provision as well as children on different pathways.</p>	<p><u>Success Criteria/ Evidence Base:</u> Learners engaged in activities at a level with appropriate challenges. Pupil progress meetings indicate children making progress (and where they are not, provision reviewed and interventions evaluated for impact) Reviews for individuals indicate an increase in children engaging in class based learning tasks (and, where they aren't, needs, reasons and provision clearly indicated) Engagement model showing a narrative of progress. Where progress is not evident, evidence in reviews of questioning the provision and/or placement.</p>
<p>What will look different in 2021-23</p>	<p>SEND Teachers -working with year groups to develop differentiation and transactional support at planning level to allow learners to be engaged and challenged in class to increase independence. -working to embed colourful semantics as an in class learning approach across the curriculum. -supporting teachers and LSAs with planning for those on individual pathways and linking to whole class work, topic and themes. -developing purposeful and meaningful sensory opportunities allow for children to be increasingly regulated to engage in subject or individual learning.</p> <p>SEND team</p> <ul style="list-style-type: none"> ● increasingly embedding planning (linked to assessment) of those working significantly below pre key stage standards on a more semi-formal pathway. ● Increasingly perceptual mapping of provision. ● Working to implement the Engagement Model for those with most complex needs and observation used as an assessment tool under the 5 areas: exploration, realisation, anticipation, persistence and initiation. ● Parents becoming more involved in seeing their child's learning through online platforms (for those on semi formal pathway and not engaged in whole class sessions.) ● Provision mapping software <p>NB - There is likely to be an increasing number of children with EHCPs due to the local authority now linking these to high needs funding and some of our existing children with high needs funding now being granted these plans. There are some children who would not have been issued high needs funding under Newham's previous guidance, who can now be issued EHCPs which will gradually also lead to this increase.</p>
<p>Questions for Governing Board/ School Improvement Advisor/ Peer Schools to consider</p>	<p>How does the school address the needs of the lowest 20% / complex SEND pupils? What does the curriculum look like for them? How well are they included in school life? What supports the lowest 20% chn in class? What is provision for those not engaging in subject specific learning? What adaptations is the school able to make to meet their needs? With communication and interaction difficulties being the largest identified need within the school, how does the school develop children's social communication? How is emotional regulation supported and developed? How do you ensure pupil and parent voices are heard?</p>

Key Issue: Personal Development Strategic Leads = Ilona Patora and Mags Phelan Key Performance Indicator: The entire school community has a range of opportunities to grow mentally, physically, morally, culturally, and socially alongside their progress in knowledge, skills and disposition

Business as Usual 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 therefore they care and respect in return.

21-23 focus - equality of opportunity and curriculum enrichment which nurtures citizenship, confidence respect, and personal responsibility

Success Criteria/ Evidence Base:

- Park's curriculum extends widely and meaningfully beyond the academic
- The cultural capital road map demonstrates breadth and depth of opportunity
- The curriculum provides many opportunities to prepare for life in modern Britain; future success is expected not admired.
- Children are: tolerant; mutually respectful; abide by the rules and understand them; they appreciate an individual's rights and responsibilities.
- Children feel confident to share both positive and negative experiences with others.
- Children are aware of their personal learning power target & understand how they can make improvements in this area.
- Increasingly, children demonstrate resilience towards all aspects of school life (academic, emotional and social)
- Equality of opportunity and fair systems are evident.
- High expectations are in place and consistently applied, language is aspirational and equitable.
- The whole curriculum consistently allows for personal as well as academic development.

Detailed actions and operational intentions to be captured on the School Improvement and Development Plan 21-23 and individual Area Improvement Plans

What changes will we see in 21-23

A consent informed curriculum in place where every opportunity to promote wellbeing, health (physical and emotional) and safety in all its aspects are exploited. The Education 4 Change agenda will be embedded into all aspects of the curriculum. There is an additional focus on equity of opportunity and fairness for all.

Questions for Governing Board/ School Improvement Advisor/ Peer Schools to consider

How is the curriculum extended beyond the academic? How does Park nurture confidence and resilience? How are responsible and active citizens nurtured? How are Park's and British values taught and embedded in the curriculum? How is equality of opportunity created? Is inclusion managed well? How are children's characters developed? How are pupils supported pastorally? What is the extra curriculum offer? How inclusive is it? How does the school encourage every child's spiritual, moral, social and cultural (SMSC) development? What is the school's Relationships, Sex and Health education curriculum? How has the school met its statutory obligations?

Key Issue: Leadership and Management - Strategic Leads = Imogen Cook, Chloe Rice and Natasha Ttoffali

Key Performance Indicator: Leaders at all levels are ambitious, inclusive, visionary, transparent and always operate with integrity.

Business as Usual Target: through an inherent and implicit focus on safeguarding (in its broadest sense), leaders, at all levels, focus on building and sustaining an inspirational and well led learning, principles' guided culture in 21-23 by:

Success Criteria: -

- Vision is strong, shared and embodied at all levels.
- The curriculum is inclusive, engaging, broad and provides a plethora of opportunities.
- Staff are valued, considered at every opportunity and trusted to achieve
- The Governing Board are well-informed and empowered to fulfill their role.
- Staff understand their role in the institution and feel well equipped to fulfil their role effectively.
- Staff are developed as per their role's requirements as well as per their individual interests.
- Safeguarding requirements and expectations are met; all staff are confident in their safeguarding role
- Pupil Voice indicates that children feel happy and safe

Detailed actions and operational intentions to be captured on the School Improvement and Development Plan 21-23 and individual Area Improvement Plans

What changes will we see in 21-23

**Subject leaders will better understand themselves as leaders as well as their own place in the school improvement picture.
ECTs will have access to an inhouse and outhouse programme of support.
RQTs will receive an ongoing programme of bespoke support.
Subject leaders will have a deep understanding of their role as an emotionally intelligent leader who knows their area's strengths and points for development through evaluative and perceptive monitoring and staff development
Pupils' voices and opinions will be increasingly heard through an increased range of mechanisms
Pupils as leaders will be increasingly apparent across the school
The inclusive nature of the curriculum will be increasingly obvious in terms of decreasing unconscious bias within it and evidently meaningfully inclusive practice in all classrooms where it is deemed at all possible.
The school improvement process will be increasingly distributed, and overtly values driven, through a focus on the ECM agenda/ EYFS Principles and British and Park's Values.**

**Questions for Governing Board/
School Improvement Advisor/
Peer Schools to consider**

- Is there clear and strategic leadership of learning?
- Is professional development research informed and developmental of specialist knowledge?
- Is there a culture of risk taking and innovation?
- Are relationships across the community positive and embedded?
- How does the school engage with all groups across the community?
- Is safeguarding effective? How do you know?
- What is the school's vision and values? How do you know? Is the school true to them?
- How are standards moderated? Where standards are (internally) relatively low, how do you challenge, in order to achieve better?

<p>Key Issue: Effectiveness of Early Years</p> <p>Key Performance Indicator: Every child makes good progress regardless of their starting point.</p>	
<p>Business as Usual Target: To deliver an Early Years Curriculum which is clear in intent, implemented progressively by empowered professionals and impacts well to create active learners who make progress and achieve well and who are well prepared for the next stage of their learning.</p> <p>21-22 target - Implement baseline and the updated EYFS Framework and consider its implications upon the children's transition (thus its transition) to KS1 and beyond.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • The curriculum is flexible in approach, reflecting the children and cohort and the changes to statutory requirements. • Staff are empowered to make changes to the curriculum in response to research and cohort data (hard and soft data). • Learning experiences are planned for both in and out of the classroom. • Planning across Nursery and Reception is collaborative and ensures progression of knowledge and skills. • Data is internally and externally moderated for consistency and validity. • Parental involvement contributes to the learning experiences of the children. • Each child's individual Learning Journey (long observations) record and reflect a good balance of child initiated and adult initiated observations, including the Characteristics of Effective Learning (COEL). • Children reflect on their learning and that their voice is recorded to demonstrate their attitudes and resilience. • EYFS specific (where relevant) policies and procedures are in place to ensure a consistent practice with all adults. • Expectations of behaviour and adult interactions are consistently high. • All outdoor learning opportunities are exploited
<p>Detailed actions and operational intentions to be captured on the School Improvement and Development Plan 21-23 and individual Area Improvement Plans</p>	
<p>What changes will we see in 21-23</p>	<p><u>The updated EYFS framework will be implemented and a programme for how this transitions into the KS1 curriculum will be developed.</u></p> <ul style="list-style-type: none"> • Baseline assessment will be successfully implemented & practitioners and parents will have a good understanding of the children's developmental needs • EYFS specific CPD will be given across the EYFS cohort so that practitioners will have confidence in using pedagogy to support child development • Planned sharing of ideas with NNLP will allow us to moderate our practice and help to improve outcomes • Workshops for parents which include the new framework will empower them to further support their child at home & build strong parent partnerships • CPD sessions available for subject leaders so they feel confident & empowered to link EYFS framework to their subject • Continue to ensure that the new framework is implemented during CAT Days and Forest School sessions so that consistency is seen throughout the school week • A medium term plan will be produced alongside the EYFS & KS1 Phase Leads and AHT to outline termly goals to ensure the children are supported in their transition into Y1 • Collaborative planning across Nursery and Reception ensures progression in specific areas of learning.
<p>Questions for Governing Board/ School Improvement Advisor/ Peer Schools to consider</p>	<p>How has Park implemented the changes to EYFS for 2022? Has it been effective? How do you know? [sheet with Docs] How do you organise transition at your school? How do you organise your provision? How do you teach early reading at your school? How do you make sure that teaching meets the needs of all children? How do you promote an understanding of 'culture' in your setting? What do you do to engage parents in their children's learning? What does your on-entry data tell you about your children? How do you address this? How do you know what a child's 'next steps' are? What do you do to ensure that you have thorough safeguarding policies in place? What do you do to demonstrate intent, implementation and impact?</p>