

Parkside School

School Improvement Plan 2020 – 2023

School Mission, Vision and Values

Our vision for Parkside School and therefore our aim as a leadership team, governing body and staff is that Parkside School should visibly and substantively impact on the community it is embedded within. This impact should be important, meaningful and considerable. This means young people from Parkside should develop into well-rounded young people who know how to keep themselves safe. They should be students who have a personal and specific hope for the future which they can articulate, believe in and share with others; students who can empathise, critique, protect, love, inspire, make, design, explore and understand; students who are willing to try things they have never done before, do things they don't want to do and be willing to reinvent themselves to become the best that they can be. We will achieve this through:

- Excellent personal development
- Excellent partnerships for learning
- Excellent achievement
- Excellent preparation for the future

and through the shared values of courage, well-being focus and resilience

We are what we repeatedly do; excellence therefore is not an act but a habit.

Critical Success Factors

- 1) We must secure and promote an ethos that recognises and rewards the achievements of all of our pupils and one that is based on strong and effective relationships
- 2) We must continuously improve academic results to a level recognised as excellent by staff, pupils, parents/carers the local community
- 3) We must have staff who are healthy, well-motivated and effective
- 4) We must have a high-quality standard of teaching in a pleasant, healthy safe and stimulating learning environment
- 5) We must secure the funding needed to develop the best human, technological and physical resources
- 6) We must ensure that the community recognises and values the school's quality and high standards
- 7) We must have a curriculum that meets the academic, vocational, personal, well-being and social needs of all of our pupils
- 8) We must continually evaluate progress and ensure that planning and target setting secure school improvement
- 9) We must create an organisation that effectively promotes personal and community improvement
- 10) We must develop young people who are agents of change and who are taught about the challenges facing our world, their causes and how they can influence these for the better

Whole School Priorities for 2020/21:

- Literacy and Reading
- PSHCE
- Assessment for Learning (SSAT programme)

		Ref	2020/21	2021/22	2022/23	Who?
1	Outcomes/ curriculum impact	1.1, 1.5, 2.1, 3.12, 3.13, 3.14, 3.15, 5.9, 7.2, 7.4, 7.5, 7.6, 7.7	Stability in KPIs (COVID-19). P8 = at least 0.1. Post-16 VA = -0.1, PPP8 = -0.1 Robust catch-up plan. Robust Pupil Premium Plan.	Improvement in KPIs, specifically humanities, science and post-16. P8 = 0.3. Post-16 VA = 0 PPP8 = 0	Further improvement in KPIs and sustaining of improvement in humanities, science, and post-16. P8 = 0.5+. Post-16 VA = 0.1 PPP8 = 0.1	RT/GS/CC/KN/All
2	Post-16	1.1, 1.3, 2.1, 3.15, 5.4,	Increase in post-16 numbers (19/20 and planning for 21/22) though strong offer and marketing. Increase in number of Y7 first choice.	Increase in post-16 numbers to maximum for 22/23 through strong offer and marketing and track record of strong outcomes. Reduction in in-year transfers as all year groups full except Y11	Sustain maximum sixth form numbers through sustained strong outcomes. Minimal in year transfers as full in all year groups.	KN/RT/DE
3	CEIAG	1.2, 5.2, 5.5,	Stability in careers provision and development of virtual experiences	Intensive CEIAG all years and QCS achieved resulting in >3% NEET	QCS maintained. Sustained low NEET. Increase in aspirational destinations.	SS/KH
4	Partnership	1.4, 3.3, 5.6, 5.7, 5.8, 6.4, 7.5, 7.7	Partnership development in terms of working with families, creative and performing arts and personal development	Reinforce partnerships and build further	Reinforce partnerships and build further	KN/All
5	Transition	1.1, 1.3, 2.1, 7.6, 7.7	Partnership development with local primaries. Prospectus with clear mission, vision and values raising the profile of the school. Clear transition programme. Trial end of year activities with primaries (covid dependent)	Embed partnerships with primaries to further develop end of year transition activities. Plan for Y7 initial residential.	Start of year 7 initial residential and aspiration setting programme	KN/JA/KH
6	Uniform	1.1	Review school uniform	New school uniform in place for all students by the end of the academic year		KN
7	House System	1.7, 2.2, 2.4, 4.1, 5.3, 5.7, 5.9	Reinvigorate and relaunch house and student leadership system and opportunities, investigate vertical coaching linked to houses. Pupil voice to be focused through school council & through tutoring. Frequent surveys & feedback.	Embed house system and student leadership. House system and student leadership integral to all aspects of school. Plan for vertical tutoring linked to the house system. 75% of pupil agree that the student council has an important role in leadership and decision making. Community and charity working.	Potential implementation of vertical tutoring. 95% of pupils agree that the student council has an important role in leadership and decision making	Student senior leadership /KN/KH/House leaders

8	Student leadership	1.7, 2.2, 4.1, 5.1, 5.2, 5.3, 5.9	Start Investors in Pupils self-review and action plan	Achieve Investors in Pupils by external accreditation	Maintain Investors in Pupils	Student senior leadership/KH/KN
9	PSHCE	5.5, 5.7, 5.8, 7.1	Embed high quality PSHCE. Become a beacon school for PREVENT working			RS/AA/KH/ZZW
10	Personal Development – growth mindset	1.7, 3.4, 3.5, 5.1, 5.2, 5.3, 5.9	Emphasis on giving students opportunities to reinvent themselves, become someone they have never seen before, do things they have never done. Base line 57% agree this is the case. 70% agree by the end of the year. Start to plan use of creative and performing arts as a mechanism for developing self-confidence and self-esteem – opportunities available through options choices at KS4 and KS5	80% of students agree that they are given opportunities to reinvent themselves, become someone they have never seen before, do things they have never done. Further strengthening to creative and performing outcomes	95% of students agree that they are given opportunities to reinvent themselves, become someone they have never seen before, do things they have never done. High performing creative and performing arts running through KS3, 4 and 5 with both academic and vocational routes supported by high quality links to creative careers partners	KH/GS/KN/All
11	Buildings and IT	1.10, 6.5, 6.7, 7.5, 7.6, 7.8	Plans in place and start of implementation to ensure excellent building and IT infrastructure	Continuation of rolling programme of IT and building infrastructure improvements	Strong financial planning facilitates continued investment in buildings and infrastructure to create state of the art facilities. Microsoft showcase school achieved.	KN/CD/SD/MB
12	Inclusion and SEN	1.5, 3.14, 3.17, 5.6, 5.7, 5.9, 6.1, 7.2	Raise profile of Inclusion through appointment of AHT Inclusion. Audit and refresh SEN provision and build on current strong practice with a focus on covid recovery. Wave 1 interventions are securely established in the classroom	Flexible and robust strategies in place to support SEN resulting in improved SEN outcomes. Recognised locally as providing the highest quality resourced and SEN provision.	Flexible and robust strategies in place to support SEN resulting in excellent SEN outcomes. Recognised widely as providing the highest quality resourced and SEN provision.	JR/KN/All
1	Attendance	1.6, 4.2, 7.1	Strengthen attendance strategies and add capacity to attendance team with a focus on covid reintegration. Maintain attendance of at least national average.	Embed strong attendance strategies. Attendance 95% plus with narrowing of gap for SEN and PP	Attendance 97%, SEN attendance 95%+. PP attendance 95%+, persistent absence less than 10% in all year groups	JA/KN/PLs
14	Pastoral care	1.8, 5.4, 5.6, 5.7, 5.8, 7.1	Review pastoral team structure adding capacity, particularly in relation to C19. Review and refresh internal systems for identification and support of students and families	Embed refreshed pastoral working strategies resulting in measurable impact	Robust and integrated internal and external support and strategies providing rapid support for students and families in need resulting in demonstrable impact	KN/ZZW/JA/PLs

15	Staffing and leadership	1.9, 5.10, 6.1, 6.2, 6.4, 6.6, 7.5, 7.6, 7.8	Refresh leadership and staffing structure providing development opportunities/succession planning with a focus on excellent achievement, partnership for learning, preparation for the future and personal development. Focus on staff wellbeing. Reduced end of year turnover. Strong support for NQTs who have missed half of ITT year	Secure and retain high quality appointments. NQTs from 20/21 demonstrating strong practice. Stability in staffing. Continued focus on staff wellbeing – teachers agree that moral and staff wellbeing linked to work is high and that they are supported in managing their work-life balance.	Maintain low staff turnover retaining high quality staff through clear succession planning, the highest quality CPD and a relentless focus on staff wellbeing.	KN/MB/Lead pracs
16	Parents as Partners	2.1, 2.2, 2.3 2.4, 3.16, 7.7	Baseline measures set for reg. monitoring of parental engagement, i.e. parent/carer attendance at consultations, parent voice. Initiate Parent/School Charter discussions. Start discussions about 'FoP' Friends of Parkside parent/teacher association Introduce and raise the profile of Edulink and Classcharts	Parental engagement - Improvement and action from baseline measures Functioning 'FoP' Edulink 1 and Classcharts used regularly by 80+% of parents	Parental engagement - Improvement and action from 21/22 Highly functional 'FoP' liaising with student leadership, governance and community. Edulink 1 and Classcharts used regularly by 95+% of parents	KN/MB/ZZW/JA
17	Governance	2.3, 2.5, 6.8, 7.8	Review link governor procedures and governor visits to school guidance. Increased governor involvement at events – covid dependent	Build on governor event attendance and awards for e.g., courage, wellbeing focus etc.		KN/CoG
18	Personal development – extracurricular and cultural capital	1.5, 1.7, 2.2, 3.4, 3.5, 3.6, 5.1, 5.2, 5.3, 5.4, 5.7, 5.9, 7.2	Appointment of AHT Personal Development and House Leader. Map all extra-curricular and cultural capital opportunities. Track PP and SEN attendance and evaluate based on this. High involvement from PE faculty.	Travel – global awareness, PE visits, One World Days etc. Year 8 residential. Initiate Healthy Schools self-assessment and actions	Achieve Healthy Schools Look at ArtsMark – work towards platinum Inclusive, broad and accessible OOHL Stepped residential prog for Y7-9 - KS4 leadership courses. Ex. Sch day learning opportunities. Young Leaders Award. Students enjoy physical activity because they are provided with opportunities to develop skills and talents alongside sport/fitness.	KN/KH/CC/HOF/SD/BM
20	Behaviour and routines	4.1	Routines introduced, practised, monitored and reviewed	Routines developed and enhanced with greater practice – monitoring ensures consistent application		ZZW/JA/HOF
21	Rewards	1.7, 4.1	Review and reintroduce reward system. Link with the house system. Baseline – 57% agree that Classcharts and the reward system helps them show PRIDE in Parkside. 70% by the end of the year.	Evaluate rewards system and further embed. 80% of students agree that the rewards system and Classcharts encourages them to show PRIDE in Parkside	Evaluate rewards system and further embed. 95% of students agree that the rewards system and Classcharts encourages them to show PRIDE in Parkside	KH/All

22	Relational practice	1.7, 1.9, 5.6, 7.2	<p>Initiate a focus on relational practice without removal of sanctions system.</p> <p>Raise the profile of the reasons for relational practice, particularly linked to PP</p>	Staff training on relational practice at a range of different levels	Strong relational practice in place so we know our students and staff well, can be proactive in supporting them and are wellbeing focussed – supported through vertical tutoring?	KN/ZZW
23	Curriculum intent and implementation	1.5, 3.1, 3.5, 3.7, 3.8, 3.9, 3.12, 6.1, 6.3, 7.2, 7.3, 7.4,	Continue with middle leader led, robust, quality assurance and actions to show that progress is being made with plans to consistently embed PRIDE curriculum and that work given to pupils and overtime and across the school meets the aims of the curriculum. SSAT evaluation shows successful implementation at the end of year 1. Review teacher and non-teacher PM	Intent and implementation are embedded securely and consistently. The work given to pupils over time and across the school consistently matches the aims of the curriculum and is coherently planned and sequenced. SSAT evaluation shows successful implementation at the end of year 2. Robust PM empowers teachers and non-teachers to achieve challenging yet realistic targets		MB/HOF
24	Literacy	1.5, 3.2, 3.10, 3.11, 3.12, 5.7	Embed reciprocal reading, Frayer model teaching of teir2/3 vocabulary. Catch up and intervention for literacy implemented and reviewed. Baseline – 65% of student agree that reading is prioritised. 75% by the end of the year	Consistent use of a range of literacy strategies. Students who arrive below ARE with respect to reading are provided with high quality interventions. Gaps are addressed quickly and effectively for all pupils and they make accelerated progress. 90% of students agree that reading is prioritised.	A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading	RT/SR/DM(JR)/MB
25	EBACC	3.3, 5.2,	EBACC plans for 25% in 2022 and 33% in 2023	EBACC planning for 50% by 2024. Investigate possibility of Inspire style curriculum with Latin/Classics/2 languages/Statistics	EBACC planning for 65% by 2025 Possible introduction on Inspire style curriculum.	RT/GS/JH