



The Parkside School Improvement & Development Plan

April 2019 - March 2020

Development Area	Actions	Success Criteria	Evidence
Leadership and Management SLT lead: HT			
<p>(A) How effectively does the school ensure all learners, particularly the disadvantaged, and the most able, make strong progress from their different starting points, including in English and Mathematics? How accurate is the tracking of these groups? [BSQ-A2.1-7]</p>	<p>Literacy Co-ordinator / CEPP to analyze the NOA Research Project results (currently in progress) to inform and embed best practice in the teaching of reading across the school. Numeracy Co-ordinator to introduce Functional Skills course for Secondary School pupils and investigate appropriate accreditation. Co-ordinators to investigate externally verified framework for tracking progress in reading and number and implement. [eg Salford Reading]</p>	<p>Research Project results analyzed, and feedback given to staff. Training delivered to staff to inform best practice according to the research findings. Functional skills course (Entry and Level 1) identified and implemented for classes in the secondary school. Progress and tracking techniques researched and implement for reading and number.</p>	<p>Feedback and training from the Research Project will have been delivered to staff. [September 2019]</p> <p>Class observations will show best practice as identified by the Research Project in lessons. [By March 2020]</p> <p>Numeracy Co-ordinator will feed back to the Leadership Group regarding plans for Functional skills implementation in the Secondary School. [By October 2019]</p> <p>A suitable Functional Skills course will have been identified, and pupils entered for accreditation at their level by March 2020. [by October 2019]</p> <p>Suitable tracking techniques identified, training to staff delivered and implemented in Reading and Number. [by October 2019]</p>
<p>(B) What is the confidence that all leaders across the school have a good grasp of key improvement priorities, both</p>	<p>Further development of the Leadership group in the school [Middle and Senior Leadership].</p>	<p>Trial of current monthly meetings to be continued, and minutes taken to share SLT self-evaluation and development.</p>	<p>Minutes of Leadership meetings shared on Google Team Drive [on-going]</p> <p>All leaders in the school to have</p>



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<p>whole school and within specific teams, and how effectively are these areas being addressed by leaders, and personally owned by staff? [BSQ-A2.1-10]</p>	<p><i>The group discussions will include the following identified areas:</i></p> <ul style="list-style-type: none"> ▪ <i>Whole school self-evaluation and development</i> ▪ <i>TA appraisals</i> ▪ <i>Development of communication methods</i> ▪ <i>Methods for working smartly</i> 	<p>All leaders in the school will feed into, share and inform school development priorities.</p> <p>Summary of discussions to be fed back to all staff members in the school.</p>	<p>ownership of school evaluation and development priorities [Questionnaire to all staff during a whole staff meeting] [by December 2019]</p>
<p>How familiar are leaders with the requirements of the Equalities Act, 2010? How could they evidence compliance in policy and practice? [BSQ-A2.1-17]</p>	<p>HT to organize CPD in the Equalities Act and the Code of Practice Summary and links to be included in the staff handbook.</p>	<p>All staff, including support staff, to be familiar with the Act and Code of Practice and make informed decisions based on the Act.</p>	<p>CPD to be delivered to learning support and teaching staff. CPD to be delivered to all support staff. Summaries to be written and included in the staff handbook.</p>
<p><u>Cost & Sources:</u> Literacy resources and licenses to support the teaching and progress tracking of reading £1500 Numeracy resources and licenses to support the teaching and progress tracking of number. £1500 Functional skills development resources and licenses. £850 (B) Supply cost to enable leaders to meet with support staff outside of their contracted hours for appraisals, sharing best practice and development. £750 (C) CPD training cost – 1 day of CEPP to plan and deliver basic training in Equalities Act and Code of Practice £400</p>			
<p><u>Training requirements:</u></p> <ul style="list-style-type: none"> ▪ Teacher and teaching support staff training for Reading techniques. ▪ Middle Leadership training in line management of Support staff. ▪ Whole school CPD for Equalities Act and Code of Practice. 			



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Teaching and Learning SLT lead: DEG			
(A) How strongly are Maths and English skills embedded and reinforced across the whole-school curriculum? How effective is this aspect of provision? [A3 1-5]	Reading Development (continued from last year) Next steps as above	As above	As above
(B) How effectively are teaching, learning and assessment adapted at transition points between schools or key stages? [A3 1-6]	Transition development: <ul style="list-style-type: none"> ▪ Development of curriculum offer for pupils in static classes and mobile classes in the Secondary school. ▪ Re-organization of the management of the pastoral oversight of pupils in static classes and mobile classes in the Secondary school. ▪ Identify current and future needs of Upper School classes 	Pupil and parents will report less anxiety around transition in the Secondary School. (Continuity of Pastoral leads from Y7 to Y11)	Feedback gathered from pupils and parents at Parents' evenings. Behaviour Watch records will show less pupil anxiety around transition within the school with a reduction in the number of negative behaviours in year 9. [progress analysed in March 2020].



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<p>(C) How effective is the school in developing pupils' knowledge, understanding and skills in all aspects of the curriculum and across key stages? BSQ-A3.1-8</p>	<p>Communication Team development in the use of visual techniques to aid pupil comprehension. The results of SaLT audit of identified need on pupils' EHC plans to be used to develop a whole school approach to embedding best practice.</p> <p>Restructuring of the Signalong team within the school</p>	<p>CPD to be delivered by the Communication team in the findings of their audit.</p> <p>Best practice in the use of visual aids, linked to pupils' EHC plan outcomes will be embedded in practice across the school.</p> <p>Signalong to continue to be developed and embedded across the school as a technique to augment communication and meet identified needs identified on pupils' EHC plans.</p>	<p>EHC plan outcome progress to be enhanced in communication and interaction. [progress analysed in March 2020].</p> <p>Member of staff identified and trained in becoming a Signalong tutor. [by December 2019]</p>
<p><u>Cost & Sources:</u></p>			
<p>(C) Cost of resources to improve the effectiveness of visual aid use £500. Cost of training a further Signalong tutor for the school £1200</p>			
<p><u>Training requirements:</u></p>			
<ul style="list-style-type: none"> ▪ Learning support and teaching staff training on the use of visual aids. ▪ Four day training for a member of staff to become a Signalong tutor. 			



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Personal Development, Behaviour and Wellbeing SLT lead: DKC/ TD			
(A) How successful is the provision of impartial careers advice? [BSQ-A4.1-7]	Transition co-ordinator and transition teacher to further develop a Careers Programme from Year 8 – 12, using the Gatsby Benchmark tool. Pupils will access to impartial careers advice. Careers events will be organised for pupils and parents in the Secondary School.	The careers curriculum will be developed to comply fully with the recommendations of the Gatsby Benchmark. Impartial careers advice will be provided for pupils in the Secondary School. Parents and pupils will feel informed of careers and transition opportunities.	A curriculum including the required recommendations will be in place for September 2019. The school will have instructed an independent Careers Advisor to work with pupils and parents, according to the recommendations [by September 2019]
(B) How would you grade the impact that learners' behaviour has on school life and outcomes? Is there a consistent approach from all adults to behaviour? [BSQ-A4.1-2]	Development and further training of Zones of Regulation across the school. Training of the implementation of Educational consequences to support bespoke pupil behaviour regulation	Evidence of pupils being able to better self-regulate their behaviour. Evidence of educational consequences reducing the amount of repeated behaviours.	Analysis of Behaviour Watch data [by March 2010]
(C)	Working towards the achievement of the Sandwell Wellbeing Charter Mark Leaders in the school will work with professionals from	Wellbeing of pupils and staff in the school will improve. Development Plan written. Key areas to develop identified.	Criteria as identified by the framework will be used to assess progress and impact. Development plan and timescale



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	CEPP to audit current practice and write a development plan to work towards gaining this Charter Mark	Timescale agreed for Charter Mark application to be submitted.	shared with Governors [by March 2010]
(D) STEPS training	For all staff to receive STEP On training during the year Relevant staff to be identified and receive training in STEP UP	All staff training to be completed	Training log
<p><u>Cost & Sources:</u></p> <p>(A) Estimate of the annual cost of the Independent Careers Advisor (awaiting detailed costings) 8 days at approximately £250 per day, £2000 Resources required for careers curriculum development £400</p> <p>(B) None</p> <p>(C) Cost of the Sandwell Mark already accounted and paid for in CEPP SLA. Cost of Resources £500</p> <p>(D) Cost of training sessions to be organised outside of Learning support staff directed time, £2500</p>			
<p><u>Training requirements:</u></p> <ul style="list-style-type: none"> ▪ CPD for Secondary School staff for new curriculum ▪ Whole school CPD in educational consequences ▪ Whole staff CPD in Wellbeing development 			



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Outcomes SLT Lead: all			
(A) What grade would the school give for the progress made by learners from different starting points in English and mathematics over the past three years? [BSQ-A5.1-3]	See Reading Development (Teaching and Learning)	See Reading Development (Teaching and Learning)	See Reading Development (Teaching and Learning)
(B) How effectively do leaders intervene when there are concerns with outcomes? [EHC plan outcomes] [BSQ-A5.1-7] Linked to 2016 Ofsted Next steps "Leaders and those responsible for governance should ensure that: improvement planning captures the effective new approaches devised by teachers to improve pupils' welfare and progress."	Focus intervention work on pupils' EHC plan outcomes to ensure excellent progress. Audit current practice to enhance pupil outcomes. Appraise fully the effectiveness of interventions used in school. Link interventions closely to EHCP outcomes for pupils Identify clear way of reporting progress within school. to family and other professionals in non-academic areas, "Personal Progress" Consultation with staff about the most effective way of	Progress towards pupils' outcomes as identified on their EHC plans will be recorded and reported fully. A procedure for recording progress will be developed involving staff.	Pupil progress towards achieving their bespoke outcomes will be improved. [July 2020] Intervention work within the school will be focused on bespoke pupil outcomes. (Personal Progress log and Provision Map software report) [by July 2020]



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	logging progress. Opportunities for class staff to take ownership of bespoke pupil outcomes for their class		
<u>Cost & Sources:</u> (B) Cost of development of a database or liaison with Solar for recording Personal Progress: estimate, £500			
<u>Training requirements:</u> <ul style="list-style-type: none"> ▪ Whole school training on the population of the progress “tracker” 			



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Strategy SLT lead: HT			
Forming AIMAT <i>If agreement is reached by the three Governing Bodies prior to the signing of the Commercial Transfer Agreement, conversion will happen on June 1st.</i>	<ul style="list-style-type: none"> For staff to understand the Scheme of Delegation, including the formation of a Local Governing Body to focus on School -level performance. 	An effective LGB is developed to drive improvement at Parkside. The separation of duties between the LGB and trustees is clearly understood and shared with staff.	Feedback from staff on their understanding of the AIMAT Governance structure.
	<ul style="list-style-type: none"> For Leaders in all three schools to work collaboratively to share best practice. 	To help develop opportunities and mechanisms to share best practice across the three founding schools, and any others who join with the CEO and other Head Teachers.	Feedback from the CEO in how best practice has been shared.
	<ul style="list-style-type: none"> For joint training events for AIMAT staff to be organized. 	Joint CPD opportunities to be organized with other Head Teachers and CEO for AIMAT staff	Joint training will have been organized between the three schools
	<ul style="list-style-type: none"> To support the work of the AIMAT trustees in ensuring the White Lion provision for pupils in AIMAT. To support the work of the AIMAT trustees in ensuring the Recreation Road Sports Centre provision for Parkside pupils. 	The White Lion Café develops to support a wider range of young people with additional needs. Pupils from across the three schools to engage in Experience of Work at the White Lion Café. Pupils from Parkside School continue to access the Recreation Road Sports Centre,	Pupil from all three schools will have been given opportunities to gain experience of work in the White Lion café. Pupils from Parkside will have continued to have their PE lessons in the Sports Centre.



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		playing fields and swimming pool.	
	Administration Team training – CPD in relation to possible change in emphasis of duties of the clerical team.	Administration team members will be clear about any changes to their job roles under an AIMAT structure	Feedback from Admin staff on the change in structure from Parkside Community Trust to Anglia Inclusive Multi Academy Trust
<p><u>Cost & Sources:</u> Parkside contribution towards shared CPD opportunities est £750 Cost of CPD for admin staff estimate £1500</p>			



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Administration and Site Management

SLT lead: GA, HT

<p><u>PHASE 1: 2018 - 19</u> HT relocate to New School Office DKC to relocate to Central Office DEG and HN to locate to old SBM office SBM to relocate to New School Office</p> <p>AW to take on full HR role DS's role to be considered</p> <p>NA's role to be considered in light of other changes in Clerical support roles</p>	<p>Relocation of workspaces Rerouting phones Door badges Identify administration support to SLT</p> <p>GA and DS to plan for best way of replacing DS role in light of EHCP Co-ordination SIDP</p>	<p>HT, DKC, DEG will have identified PA support Rooms will be ready by start of Autumn term 2018</p>	<p>This has been completed</p>
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Cost & Sources:

Training requirements:

See Strategy development

Timeline:

AIMAT considerations to be made as part of TUPE process

Phase 1 2018 - 2019

Phase 2 2019 - 2020, dependent on AIMAT progress.



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<p><u>Evaluation:</u> Phase 1 is not completed [12/18] Phase 1 is now completed [03/19]</p>			
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Impact of the Development Plan

Area of Development	Leadership Lead	Governor Link	Impact
Leadership and Management	HT FWL	CoG	All leaders (Senior and Middle leaders) in the school will know key development areas for the school and be actively supporting their implementation. All class staff will be engaged in best practice (evidence-based) in teaching pupils to read. All staff will be familiar with the Equalities Act and will support best practice in school to ensure full compliance with the Act.
Teaching and Learning	DEG	JK	There will be one method of teaching phonics across the school to ensure consistency as they transition through the school. 85% of pupils will achieve green (on target) or blue (exceeding target) progress in reading. Research project findings will inform practice in the teaching of reading across the school. The most able pupils, as identified by subject coordinators and curriculum coordinator will achieve accreditation in Functional literacy and numeracy where appropriate. Pupil premium pupils will make expected or exceeding expected progress. Visual aids and Signalong will be used extensively across the school to support communication and interaction where required. There will be clear curriculum routes for pupils of differing abilities as they transition through the school.
Personal Development, Behaviour and Wellbeing	DKC TD	CW	Data from Emotional Checklists and Behaviour Watch will demonstrate improvement in pupils' emotional wellbeing. Staff will feel confident and safe and have the necessary skills to support pupils who are dysregulated. All pupils will receive appropriate careers advice and guidance, as outlined by the Gatsby benchmark tool. Information will be available on leavers' outcomes. Staff will be clear about how best to support individual pupils' SEMH needs.
Outcomes	all	CoG	The school will be able to demonstrate outstanding progress made by pupils towards their EHCP



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Strategy	HT	CoG	<p>outcomes.</p> <p>Best practice in the three schools forming the MAT will be shared. The school will have begun to develop a comprehensive offer of training and support for both AIMAT staff and colleagues in other schools and agencies (eg, CCN, UEA, mainstream schools).</p>
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Summary of Costings:

Development Area:	First Year	Subsequent Years
Leadership and Management	£5,000	£1,700
Teaching and Learning	£1,700	
Personal Development, Behaviour and Wellbeing	£5,400	£2,500
Outcomes	£500	
Strategy	£2,250	
Site and Administration		
TOTAL:	£14,850	

NB CEPP SLA needs to be budgeted in years 2 and 3