

Parent Forum Meeting

12/10/23

Focus – School Development Plan



Parent Forum

Our school's parent forum automatically includes every parent/carer with a child enrolled at the school.

Parent forums are a way for parents to get involved in school life. They are informal groups where parents can raise issues, be consulted on school policy and give their views.

As a member, you have:

- ☐ a right to advice and information about your child's education at the school
- ☐ the opportunity to be more involved with what the school is doing
- ☐ the opportunity, along with all the other parents, to have your views represented at Glendinning Academy

School Development Plan

OFSTED related to previous School Development Plan

What are our priorities for the coming year?

Priority 2022 -2023

OFSTED

Quality of Education

- Consistency in the teaching of reading

- OFSTED Outcome –
- Leaders consider reading to be the bedrock of pupils’ education. There is an expectation that every pupil will become, at the very least, a functional reader. Pupils start phonics early. They use this knowledge well when they read. Staff receive training in the teaching of phonics and early reading. Leaders provide regular support and guidance. Staff appreciate this supportive approach. It gives them the knowledge and confidence to teach early reading with skill. Pupils who struggle have the additional help and support they need to improve their reading skills.

Priority 2022 -2023

OFSTED

Quality of Education

- PIECES curriculum planned and sequenced

The curriculum is ambitious and well planned. Leaders think carefully about the knowledge pupils need in each subject. Pupils access learning experiences across many national curriculum subjects, including science, history and art.

Priority 2022 -2023

What has been achieved?

- Responsive training programme focused on the development of staff skills, knowledge and understanding of SEND to support access to the curriculum

Adults told inspectors how they love working at Glendinning. They comment on the ‘team spirit’ and ‘family feel’. They appreciate the training, from within the school and from the trust, which develops their knowledge and skills.

Priority 2022 -2023	What has been achieved?
Behaviour and Attitudes	
<ul style="list-style-type: none">Consistency in use of Positive Behaviour System	<p>Pupils’ behaviour is good. They understand the school’s values and know the difference between right and wrong. Pupils accept each other’s differences and comment, ‘At this school there is a celebration of autism, staff understand us, it is part of who we are.’</p>
	<p>Pupils behave well. From the moment they start in school, adults focus on pupils being able to manage their own behaviour. Staff are skilful in spotting any changes in pupils’ demeanour. Staff respond to these changes with sensitivity and care.</p>

Priority 2022 -2023

What has been achieved?

Personal Development

- PSHE curriculum adapted and personalised to be responsive to the needs of our cohort.

Personal, social and health education (PSHE) is threaded throughout the curriculum. There is a focus on relationships, personal safety, and physical and mental wellbeing. Older pupils know how to keep their bodies safe. Staff encourage pupils to express their personalities and celebrate differences.

Priority 2022 -2023

What has been achieved?

- Enrichment opportunities linked with the curriculum to ensure students have access to motivating experiences
- Partnership and engagement with external providers to support student strengths in the Arts, Sport and Computing

Pupils actively participate in the wider opportunities on offer. These help to develop pupils’ skills and confidence in many areas, such as outdoor education, music and sports. Pupils take part in these activities regularly, firm favourites being paddle boarding and other water sports. Through these and other activities, pupils develop their independence and social skills, which prepares them for their future destinations.

OFSTED – What do we need to do to improve?

Some parents expressed concerns about the number of staffing changes and the impact this has had on their child's education. Some parents do not think their child is achieving as well as they should. Leaders need to build on the work that has already started to strengthen links with parents so that any concerns raised are dealt with quickly.

What has been done so far?

Link with the Devon Parent Volunteer Ambassadors

Parent Forum – half termly rather than termly

Further opportunities being planned for school community events

Leaders have not established systems of assessment that clearly show what key knowledge pupils remember in some subjects. Therefore, pupils' recall of prior learning is inconsistent. Leaders need to ensure that staff use assessment effectively to check what pupils know and remember across all subjects.

What has been done so far?

Assessment books linked to Maths, English, PSHCE, Science Curriculum

Assessment books linked to softer skills which students engage with across the curriculum – Prepare/Interpret/Engage

Current expectations regarding feedback and marking revisited.

Implementation plan in place to thoroughly research current evidence on effective feedback and marking for students with SEND.

Quality of Education

- Develop expertise in adaptive teaching
- Further develop curriculum sequencing for English, Art and PE
- Develop alternative curriculum pathways for students with the most complex needs
- Further develop provision and support for basic literacy – in particular recording
- Develop teaching assistant expertise in scaffolding learning and behaviour

Behaviour and Attitudes

- Develop the role of the attendance officer
- Develop practice regarding self regulation, strategies and support
- Develop break time and lunchtime offer
- Monitor lesson attendance
- Support SEMH needs effectively through tiered provision

Personal Development

- Establish a mental health strategy for all stakeholders
- Prepare students for life in modern Britain and Citizenship
- Develop the range of parent events which celebrate pupil success and develop the school community

Leadership and Management

- Monitoring of staff attendance and retention to minimise impact on students learning and well being
- Develop subject co-ordinator roles
- Whole school use of Evidence for Learning to evidence progress and inform planning
- To further develop the Careers Programme
- KS5

Parent Forum Feedback

Suggestions for topics to be covered in future meetings.

ADHD – Management of and access to medication

Teaching and Learning – What does a lesson look like?