

## Community Engagement School Development Plan 2021-2022

**Lead: DM Crosby**

**Quality Assurance Lead: Sharon O'Connor**

### Context

Home-school engagement has been shown to have positive impact on pupil outcomes, especially in reading (EEF, 2018). In 2021-2022, Edale will focus on developing the strong connections we made with families during the COVID-19 pandemic and utilising these to help improve outcomes for children. The wider community of Sneinton and Nottingham have a plethora of opportunities that school could further utilise to help enrich our curriculum and improve outcomes for children.

Nottingham, Sneinton and Edale has a rich and diverse community and an 'Edale in the Community' action group has been set up to ensure that all voices are heard and involved in the life of Edale Rise. This includes the Headteacher, a lead teacher, teaching assistants who live in the local area and will include parents. The purpose of this group is to utilise the wealth of resources the local community has to offer which could enrich the education of our children (parents speaking about their experiences, connections with local commerce etc.). It is also focussed on raising the profile of Edale in the community.

This development plan has two strands:

- Home-school engagement: improving parental engagement with learning
- Edale and the Community: improving connections with the local community

2021-2022	Reading				Writing				Maths			
	Summer 2021*		Targets 2022		Summer 2021*		Targets 2022		Summer 2021*		Targets 2022	
<b>F2</b>	<b>44</b>	<b>0</b>	65		<b>44</b>	<b>0</b>	65		<b>56</b>	<b>0</b>	65	
<b>Year 1</b>	<b>68</b>	<b>18</b>	75	20	<b>68</b>	<b>7</b>	75	15	<b>71</b>	<b>21</b>	75	24
<b>Year 2</b>	<b>57</b>	<b>15</b>	69	24	<b>42</b>	<b>4</b>	62	21	<b>62</b>	<b>23</b>	69	27
<b>Year 3</b>	<b>80</b>	<b>36</b>	80	36	<b>63</b>	<b>7</b>	75	20	<b>80</b>	<b>17</b>	80	20
<b>Year 4</b>	<b>44</b>	<b>4</b>	81	22	<b>52</b>	<b>0</b>	74	12	<b>78</b>	<b>17</b>	77	19
<b>Year 5</b>	<b>52</b>	<b>13</b>	73	21	<b>50</b>	<b>19</b>	69	21	<b>81</b>	<b>31</b>	81	31
<b>Year 6</b>	<b>85</b>	<b>21</b>	80	20	<b>53</b>	<b>3</b>	76	18	<b>78</b>	<b>14</b>	78	28

\* Summer 2021 data controls for those children who were unable to sit the assessments.

### Priority 1: To improve home-school engagement

- Establish a communication platform between parents and class teaching staff for rewards, tasks, messages and advice
- Re-establish reading workshops for EYFS, KS1 and KS2 to share with parents key approaches they can use to support their children
- Target families in KS1 who may need further support helping their children at home with reading and invite them to termly workshops to coach
- Ensure that all home-school communications are available in the main languages of Edale (English, Urdu, Punjabi and Polish)

### Priority 2: To improve connections with the immediate, diverse community of Sneinton

- To establish a community group led by teaching assistants which focuses on capturing the voices of parents who speak English as an additional language
- Establish a platform in which parents are able to participate in our curriculum by giving talks about their experiences, assisting in celebrations and sharing links to other community figures etc.
- Establish positive links with elements in the immediate community that would enrich our curriculum offer (e.g. local commerce for field trips)

**Priority 3: To increase the use of enrichment opportunities in the community of Sneinton and Nottingham**

- A. Develop links with Nottingham Music Hub to provide regular singing lessons and a school choir
- B. Establish links with 'ChalleNGe Nottingham' to ensure staff take advantage of the cultural enrichment on offer in Nottingham
- C. Explore connections with Nottingham Wildcats and other local sporting providers to establish in-school clubs that children can continue once leaving Edale
- D. Engage with local religious communities to lead on whole school events in the Edale Celebration Calendar
- E. Make connections with Nottingham University and Nottingham Trent University to take advantage of their offer

Priority	Action	Details
1a	Establish a communication platform between parents and class teaching staff for rewards, tasks, messages and advice	<ul style="list-style-type: none"> <li>• Research available platforms and trial in specific classrooms</li> <li>• Consult parents to ascertain what they would like from a communication platform</li> <li>• Once trialled and approved, establish and launch platform</li> <li>• Provide CPD for staff in effective use</li> <li>• Phase leaders to monitor use</li> <li>• Parents to be consulted on impact in spring 2022</li> </ul>
1b	Establish reading workshops for EYFS, KS1 and KS2 to share with parents key approaches they can use to support their children	<ul style="list-style-type: none"> <li>• Work with key staff to agree frequency of workshops</li> <li>• Launch workshops, inviting parents accordingly</li> <li>• Parents to be consulted to ascertain impact in spring 2022</li> <li>• Impact to be measured in spring 2022 reading assessments</li> </ul>
1c	Target families in KS1 who may need further support helping their children at home with reading and invite them to termly workshops to coach	<ul style="list-style-type: none"> <li>• Assistant Headteacher and Lower School Phase lead to organise half-termly workshops</li> <li>• Parents to be invited based on summer 2021 data</li> <li>• Content to be based on EEF guidance around shared reading at home</li> </ul>
1d	Ensure that all home-school communications are available in the main languages of Edale (English, Urdu, Punjabi and Polish)	<ul style="list-style-type: none"> <li>• Headteacher to work alongside two multi-lingual teaching assistants to ensure all major correspondence are translated to Urdu, Punjabi and Polish and made available on the school's website</li> </ul>

2a	To establish a community group led by teaching assistants which focuses on capturing the voices of parents who speak English as an additional language	<ul style="list-style-type: none"> <li>• A team of Level 3 teaching assistants will establish a group to provide those parents for whom English is an additional language an opportunity to raise concerns/suggestions</li> </ul>
2b	Establish a platform in which parents are able to participate in our curriculum by giving talks about their experiences, assisting in celebrations and sharing links to other community figures etc.	<ul style="list-style-type: none"> <li>• Headteacher to post regular invites/reminders on termly newsletters regarding opportunities for parents to participate in our curriculum</li> <li>• Teachers to actively advertise opportunities for parents to participate immediately to their curriculum</li> </ul>
2c	Establish positive links with elements in the immediate community that would enrich our curriculum offer (e.g. local commerce for field trips)	<ul style="list-style-type: none"> <li>• Level 3 Teaching Assistant to be given responsibility, alongside the Headteacher for sourcing opportunities in the immediate locality of Sneinton which could enrich our curriculum offer</li> <li>• Headteacher to establish links with community lead from William Booth to explore opportunities in the local area</li> </ul>
3a – 3d	Develop links with Nottingham Music Hub to provide regular singing lessons and a school choir	<ul style="list-style-type: none"> <li>• Headteacher to work alongside the music lead to organise a singing teacher through Nottingham Music Hub to lead weekly singing assemblies</li> <li>• All year groups to have a minimum of 10 weeks of singing lessons in addition to their weekly singing assembly</li> <li>• School Choir to be established and developed over 2021-2022</li> </ul>
3b	Establish links with 'ChalleNGe Nottingham' to ensure staff take advantage of the cultural enrichment on offer in Nottingham	<ul style="list-style-type: none"> <li>• All staff to sign up to ChalleNGe newsletter</li> <li>• £1.5k year group budget to assist in accessing cultural enrichment opportunities that have a cost</li> <li>• Art lead to source further opportunities across the city for cultural enrichment</li> </ul>

3c	Explore connections with Nottingham Wildcats and other local sporting providers to establish in-school clubs that children can continue once leaving Edale	<ul style="list-style-type: none"> <li>• Headteacher to work alongside PE lead to source local providers to provide a football club, cricket club, basketball club, netball club and table tennis club.</li> </ul>
3d	Engage with local religious communities to lead on whole school events in the Edale Celebration Calendar	<ul style="list-style-type: none"> <li>• Headteacher to work alongside RE lead to establish the Edale Celebration calendar</li> <li>• Local religious communities to be contacted to participate in relevant whole school celebrations</li> </ul>

<b>Assessment of Impact (KPIs)</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"> <li>• Communication platform will be established and effectively running. Staff will be regularly updating parents on weekly learning and individual successes</li> <li>• Reading workshops will have been launched in all phases</li> <li>• KS1 Targeted Workshops to have been launched</li> <li>• Singing teacher to be established</li> <li>• Autumn RE celebration to have been successfully implemented</li> <li>• Each year group to be able to evidence at least one example where they have engaged with the community of Sneinton / Nottingham</li> </ul>	<ul style="list-style-type: none"> <li>• Parents will report an improvement in home-school communication</li> <li>• Children and parents will report about the positive impact of weekly learning updates and individual praises.</li> <li>• KS1 Targeted Workshop will continue to run and autumn and spring assessments will evidence impact</li> <li>• Edale will be actively participating in local sporting events</li> <li>• RE celebration days will continue to run and involve the community</li> <li>• Edale and the Community group will have been established and parent voice surveys will have been taken</li> <li>• Each year group will be able to evidence examples where they have engaged with the community of Sneinton / Nottingham</li> </ul>	<ul style="list-style-type: none"> <li>• Home-school communication tool will be well embedded</li> <li>• All year groups will have engaged with a cultural enrichment activity linked with Sneinton/Nottingham</li> <li>• KS1 Targeted Workshops will have led to improved reading outcomes for these children</li> <li>• RE celebration days will be well embedded</li> <li>• Edale and the Community group will be well established. There will be clear evidence of parents as active agents in the development of the school.</li> </ul>