



# THE PARKGATE ACADEMY

LABOR OMNIA VINCIT

***Challenging educational orthodoxies so that every child makes good progress in core subjects;  
all teachers are committed to personal improvement and fulfil their responsibilities;  
all children receive a broad and balanced curriculum;  
all academies strive to be outstanding.***

Dear Parents/Carers,

## **School Improvement Update-April 2021**

In the spring term we continued to improve as a school. [We achieved the following:](#)

- Teaching of early reading and phonics continued to be a priority in spring term. A large proportion of the staff team received training from a DfE approved phonics consultant, Alex Finn. Children continued to receive interventions remotely as the teaching staff ensured additional practice took place for all children who needed to learn their sounds. We focussed on developing children's reading and knowledge of phonics through remote learning opportunities. [Our vision is that all children will make progress and 'keep up' with age-appropriate content, and that all children will be fluent in reading.](#)
- A phonics audit was conducted by Alex Finn. Miss Eyre and I were questioned about provision, shared the school's data and observed children being assessed by Alex. Alex observed Miss Scarborough, Miss Corfield and Miss Eyre delivering a phonics session to the children in their year group, and commented on the good quality of teaching. Miss Eyre's knowledge and passion for phonics, as well as the children's behaviour for learning during the sessions, was acknowledged. She was suitably impressed by the delivery, quality of resources and the enthusiasm of each member of staff. Moving forward, the school needs to continue to follow the Forge Trust's approach to phonics and early reading to ensure good outcomes are achieved for all children. [Leaders are accountable for the quality of teaching, attainment and progress of all children. The school will develop the teaching of early reading and phonics to the highest standard. Teachers will expect all children to achieve at least age related national standards in reading.](#)
- Catch-up funding was used to provide tutoring sessions for children identified in need of more support. Led by the CEO, all Principals in the trust were asked to create opportunities to close the gaps in learning created during the lockdown, by offering additional tutoring sessions. Rather than invite companies in to provide this service, we were keen to support the identified children ourselves by careful planning of tailored sessions and staff giving up time in the holidays. The school was able to offer a range of sessions to year groups 1-5. Year 6 children will receive tutoring in the Summer Term to ensure they achieve to their potential and are ready for the transition to secondary school. [Children will be offered quality teaching opportunities to make up for lost learning time; gaps will be identified and closed, and we are determined that outcomes will improve for all children.](#)
- Mr Thorpe identified a need for new IT equipment to enhance the delivery of the computing curriculum. School purchased 32 new laptops for children to use and a class set of headphones so the children could concentrate when completing their learning tasks. Children enjoyed completing their learning on laptops during lockdown, and commented on how easy they were to use. Internet safety continues to be high on the agenda and is revisited frequently to ensure children know how to be safe online. [Children's skills in computing will develop and support them in and outside of school. Children will access online learning with a secure knowledge of how to stay safe.](#)

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PART OF THE FORGE TRUST, CHIEF EXECUTIVE OFFICER: MR LEE HESSEY (MA Ed (dist), FCCT, NLE)





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- A significant amount of money has been spent on sporting equipment this term and will arrive in the summer term. The PE Leads have carefully audited the equipment to identify items needed to ensure quality PE lessons are delivered. We continue to work with Real PE Leaders to ensure staff are highly trained in teaching PE, and lessons are differentiated so all children can access the learning and develop their skills. **PE delivery will be good or better. Children's physical health will improve, leading to positive mental health.**
- Next year, the class sizes will continue to be small (no more than 20 children for core subjects) to ensure personalised learning takes place. The school now has 362 children on role. Recruitment is currently taking place for early career and experienced teachers. As Principal, it is my job to ensure the budget is healthy so small class sizes can continue. I look forward to leading an already accomplished team and recruiting teachers who have great potential and add to the strength of the team in delivering the quality of education the children in our community deserve. **Learning is personalised. All children are supported and challenged to make rapid progress. Children's wellbeing is supported as teachers know their children well and can identify when a child needs support.**
- Renovations continue to take place in school to ensure the provision for core and non-core subjects are excellent. A new intervention/planning room is now available for use by staff and children who need a space to learn and complete work. A big thank you to Mr Hemsall for designing and building it for the children and staff. **Additional Practice and tailored interventions can take place, uninterrupted. The quality of intervention will improve. Staff will plan high-quality lessons.**
- Attendance is at 94% which is currently below national average. Before lockdown it was at 95%. Attendance at school extremely important, and school continues to work closely with families to improve the attendance of children. Weekly rewards are given to classes who achieve 100% attendance, and they get a special mention in celebration assembly. Outside agencies offer schools and families support, when appropriate. **Children who attend regularly improve their chances of being academically successful. They also begin to learn how to socialise with others, follow directions and solve problems creatively at school.**
- Pre School and F1 (nursery) spent a significant amount of money to enhance the indoor provision and outdoor area during this term. This included: role play equipment (garden centres and vets/safari); outdoor wooden tables to replace aging tuff spots; phonic resources (jigsaws, puppets and games); the creation of a Gruffalo adventure area and good quality story books relating to topics. **PSED, understanding the world and communication and language will improve. The trust's phonics approach is followed from the start of the children's school career, ensuring development is rapid. It is our hope that all children will enjoy reading and get pleasure from books.**

We look forward to continuing to provide a quality education for the children in our community, and support you and your children in any way we can. It is a pleasure to work with children and parents at The Parkgate Academy

Kerry Chadburn  
(Principal)

Phoebe Eyre  
(Assistant Principal)

Evie Scarborough  
(Assistant Principal)

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