



PARKSIDE COMMUNITY PRIMARY SCHOOL

Friday 4th September 2026

Dear Parents and Carers,

It has been wonderful to welcome back children and families this week. There has been such a positive atmosphere across Parkside as children have settled back into school life, reconnected with friends and staff and begun the new academic year with enthusiasm.

This week, children have been engaging in activities linked to our Behaviour Curriculum and our three core school values: Kindness, Resilience and Inclusion. These values are at the heart of everything we do at Parkside, and it has been lovely to see children beginning to put them into practice as they learn, play and work together.

Yesterday, I held a whole-school assembly reminding children of the significance of our willow tree, our school symbol and its metaphor for embodying our school values.

As we did in the beginning of last academic year, every child has been busy creating a fingerprint print to add to our Parkside tree display in the foyer. Each fingerprint is unique, just as every child is unique, but together they form something beautiful and meaningful. The display is a wonderful reminder that we are all unique, but we are growing together as one Parkside community.

It has also been wonderful to see our Cedar Base up and running this week. This bespoke provision provides a carefully tailored curriculum for children and they have already engaged in a range of activities alongside our dedicated staff team. We are excited to support the children in Cedar Base as they develop their skills, confidence and independence throughout the year.

This week has also marked the opening of our classroom for Nursery Acorns, our provision for two-year-old children. Our Early Years team have worked tremendously hard to prepare a nurturing and stimulating learning environment for our youngest children, including their own designated outdoor space. We are excited to welcome the full class next week.

As you will know, Parkside staff have also embarked upon two days of professional development this week. On Thursday, staff engaged in Level 2 Autism Training, helping to ensure that our team is fully informed about best practice in supporting autistic children and young people. Continuing to develop our knowledge and expertise is an important part of ensuring that every child at Parkside receives the right support to thrive.

Our School Development Priorities

Finally, on the next page of this newsletter, you will find our three-year school development plan. This sets out Parkside's priorities for the academic years 2025–2028.



From this we have outlined our key priorities for the academic year of 2026 - 2027:

- **Safeguarding (S1):** Embedding safeguarding policies and practices that promote a culture where safeguarding is recognised as everyone's responsibility, with high levels of vigilance and timely, effective responses to concerns.
- **Inclusion (I1):** Ensuring that disadvantaged pupils, including those with SEND, receive the best possible learning opportunities across the curriculum so that they make good progress and achieve well.
- **Achievement (A1):** Ensuring that our phonics check and end of Key Stage 2 outcomes are in line with, or above, national averages.
- **Curriculum (CT2):** Ensuring that the Parkside Curriculum consistently secures clear, cumulative learning for all pupils by carefully sequencing knowledge and skills so that they are taught, revisited and consolidated into long-term memory.
- **Attendance and Behaviour (AB1):** Continuing to implement a therapeutic approach to behaviour management through our Behaviour Curriculum, supporting children to understand themselves, others and the choices they make.
- **Attendance and Behaviour (AB3):** Implementing OPAL (Outdoor Play and Learning) during lunchtimes, developing enriching opportunities for children to play, explore and build independence, with the aim of achieving an OPAL award.
- **Personal Development and Well-being (PD1):** Implementing the teaching of the protected characteristics and continuing to develop an inclusive school that promotes equality, diversity and inclusion (EDI).
- **Early Years (EYFS2):** Raising the percentage of pupils achieving a Good Level of Development (GLD) so that outcomes are in line with the national average.

Thank you, as always, for your continued support. It has been a fantastic start to the new academic year and I am looking forward to all that we will achieve together as a Parkside community.

Kind Regards,

Mrs May-Finnegan

Headteacher



School Development Priorities

Key Priority	Areas for Development
S Safeguarding	S 1. Embed safeguarding policies and practices that promote a culture where safeguarding is recognised as everyone's responsibility, ensuring high vigilance and timely, effective responses to safeguarding concerns. 
I Inclusion	I 1. Ensure disadvantaged pupils including those with SEN/D. receive the best learning opportunities across the curriculum so that they can make good progress and achieve well. 
CT Curriculum and Teaching	CT 1. Assessment for learning to be effectively embedded.  CT 2. Ensure the Parkside Curriculum consistently secures clear, cumulative learning for all pupils by sequencing knowledge and skills so they are taught, revisited and consolidated into long-term memory. 
A Achievement	A 1. To ensure the phonics check and end of KS2 outcomes are in-line with or above national average. 
AB Attendance and Behaviour	AB 1. Implement a therapeutic approach to behaviour management including a behaviour curriculum.  AB 2. Continue to raise attendance to be in line or above national.  AB 3. Implement OPAL (outdoor play and learning) during lunchtimes and achieve an OPAL award. 

School Development Priorities

PD Personal Development and well-being	PD 1. Implement teaching of the protected characteristics and continue to develop an inclusive school that promotes EDI.  PD 2. Define and implement concise school values throughout the curriculum and beyond the academic to promote a shared whole school ethos.  PD 3. Develop ways in which Parkside Community Primary School can practise sustainability and make a positive difference to their community. 
EY Early Years	EY 1: Positive relationships with parents and carers to be established early to promote the best holistic outcomes for pupils.  EY 2: To raise the standard of the percentage of pupils achieving a Good Level of Development to be in line with national average.  EY 3: Embed a transition from EYFS to KS1 that promotes the well-being and progress of all pupils.  EY 4: By September 2026, Parkside Community Primary School will lower its admission age to accept pupils from two years old, ensuring high-quality early years provision that supports developmental milestones and early identification of special educational needs and disabilities (SEND). 

School Development Priorities

LG Leadership and Governance	LG1. To embed a cohesive senior leadership team with defined roles and responsibilities.  LG 2. To continue to embed Governance, establishing a highly effective body where all vacancies are filled and with specific responsibilities carried out to provide strategic challenge and support.  LG 3. To develop the roles of subject leaders (middle leaders) so that they can carry out their roles effectively. 
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Upcoming Events

September

7th: 8:45am - Year 6 Cherry and Oak Meet The Teacher

8th: 11:45am - Nursery Meet The Teacher

8th: 8:45am - Year 5 Ash Meet The Teacher

9th: 3pm - Year 1 Maple Meet The Teacher

10th: 8:45am - Year 4 Aspen Meet The Teacher

11th: 8:45am - Year 2 Alder Meet The Teacher

16th: 8:30am - Family Reading Morning

30th: 8:30am - 8:45am - Family Reading Morning

October

14th: 8:30am - 8:45am - Family Reading Morning

26th - 30th - Half Term Break - School Closed

November

11th: 8:30am - 8:45am - Family Reading Morning

25th: 8:30am - 8:45am - Family Reading Morning

December

9th: 8:30am - 8:45am - Family Reading Morning

10th: Christmas Jumper Day

10th: Christmas Dinner

18th: 1:15pm - End of Autumn Term

Year 2 Swimming

We will notify parents and carers in the coming weeks about swimming arrangements.

