

Green Park Community Primary School
Improvement Plan 2025-2026

Green Park Community Primary School

School Improvement Plan 2025-2026

Created by Richard Hawkins in consultation with staff and governors- June 2025



Created by the staff of Green Park CPS
and written by Richard Hawkins 1

Quality of Education

Development area	• Actions	By whom	When	Evaluation methodology	Budget costing
The learning environment	<ul style="list-style-type: none"> • Further develop the old ICT suite so that it can be used as a learning base and also for staff development and meetings. • Create 3 provision hubs in Leader or Learning rooms and the Y1/EYFS cabin. 	HT Site manager	From term 1	The space can be used	Minimal- use resources that we already have
		SLT Paddington Paws teams	Before term 1	Rooms will be set up for use	
Reading and phonics	<ul style="list-style-type: none"> • Ensure we have enough hard copies of phonics books to be able to send them home with the children. • Increase the % of Y2 and Y3 children passing the PSC, by providing additional phonics sessions during reading time. • Develop our use of accelerated reader as a reward device 	Discovery Team	From term 1	There are enough hard copies	Fund raising. Book fairs.
		Discovery team, teachers	From term 1	% of children passing increases towards the national average	Use of existing staff
		Discovery team	From term 1	Reading engagement increases- pupil voice	No extra cost

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	to encourage further reading.				
The curriculum is ambitious, coherently planned and enhances cultural capital	<ul style="list-style-type: none"> Begin the process of creating our own Curriculum, in order to move away from Cornerstones in 26/27. 	All staff	From term 1- using Development Days and Planning Days	Staff will establish key topic areas for the curriculum, identifying key skills to be covered and relating these to local study opportunities and pupil voice.	No extra cost
SEND adapted curriculum	<ul style="list-style-type: none"> Develop a Paddington Paws curriculum for Y4/5/6 	Y4/5/6 team and Paddington Paws team		The curriculum will engage the pupils at an appropriate level and enable them to progress through the National curriculum skills and knowledge.	No cost
Teacher subject knowledge	<ul style="list-style-type: none"> Develop the use of floor books in a balanced way to enable improved pupil engagement combined with high expectations. Conduct a training needs audit for all staff and use this to create the staff 	TLTs HT	From Term 1 Before term 1 and continuing	Staff will have a clear understanding of the approach to use and this will be reflected in medium term plans. The staff training plan will accurately meet the needs of the staff.	No cost Use existing training resources from subscriptions

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	meeting training plan for the year.		through the year.		and other free sources.
Pupil long term retention to draw links	<ul style="list-style-type: none"> Adapt the knowledge maps for topics to ensure that they are accessible for children at different levels. Further develop local links for topic related trips. This will reduce costs as well as providing trip links that children may relate to more easily. 	TLTs TLTs Year Teams	From term 1 From term 1	Every project will have a knowledge map that will be adapted to reflect the reading abilities of the pupils. Local study will be the focus of most trips.	No cost Minibus and small entrance fees.
Pupils are ready for their next stage in education	<ul style="list-style-type: none"> Continue transition week, with further provisions in place for SEND children and those who are particularly anxious 	LoLs SLT	Term 6	Y6 will be ready for Y7 and all children will be comfortable and happy about their September move to a new year group.	No cost

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	<ul style="list-style-type: none"> Continue the paired marking sessions in staff meetings and consider extending this to maths and other subjects as well as writing. Create expectations guidance for parents related to each year group- what should my child be able to do by Year ... E.g. getting dressed, toileting, reading, writing etc. 	<p>Teachers</p> <p>Diversity team</p> <p>Year teams</p>	<p>Termly (3x a year)</p>	<p>Teachers will have a better grasp of expectations and gaps.</p> <p>Expectations are shared and explained to all parents to allow them to understand what their child should be able to do.</p>	
National tests	<ul style="list-style-type: none"> Continue the paired marking sessions in staff meetings and consider extending this to maths and other subjects as well as writing. Improve the % of pupils achieving combined expected in R/W/M so that we 	<p>TLTs</p> <p>SLT</p>	<p>Termly</p> <p>From Term 1</p>	<p>GDS standard will be better understood and reflected in teacher assessment and planning.</p> <p>% combined will continue to increase from 2024. The</p>	<p>No cost</p> <p>No cost</p>

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	are in line or above the national average			upward trend will continue.	
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Behavior and attitude

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
Demonstrable improvement in the behavior and attendance of pupils who have particular needs	<ul style="list-style-type: none"> Develop use of floor books in all subjects to allow learning to become more accessible for all pupils. 	SLT	Term 6 2025	Staff voice behavior books Pupil voice	None
	<ul style="list-style-type: none"> CPD on adaptive teaching Implement Paddington Paws across the whole school, with hubs in EYFS, Y1/2,3/4 and 5/6 	SLT SLT	Termly By term 1		
	<ul style="list-style-type: none"> Persistently absent children to be allocated a key staff member to check in weekly with and to keep in touch with their parents. Hold termly attendance drop in sessions to offer support and advice for parents who are struggling 	Year teams Attendance team Pastoral team	From term 1 From term 1	Attendance data Attendance data	None None

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	to get their children to attend regularly.	SLT			
A positive environment where bullying is not tolerated	<ul style="list-style-type: none"> Develop restorative justice methods as part of the behavior policy. Create Y6 mentors for EYFS pupils- these will check in with their mentees regularly. 	Diversity Diversity Y6 and EYFS teams	From term 1 From term 1	Pupil voice behavior surveys	None
High expectations for pupils' behavior and conduct which are applied consistently and fairly	<ul style="list-style-type: none"> Improve movement around corridors at lunch and assembly times. 	All staff	From term 1	Pupil voice behavior surveys	None
Low level disruption is not tolerated. Pupils' behavior does not disrupt learning.	<ul style="list-style-type: none"> Develop use of floor books in all subjects to allow learning to become more accessible for all pupils. CPD on adaptive teaching Implement Paddington Paws across the whole school, with hubs in EYFS, Y1/2,3/4 and 5/6 	SLT LOLs	From Term 1 From term 1	behavior books	None
Leaders support all staff in managing pupils' behavior	<ul style="list-style-type: none"> Develop restorative justice methods as part of the behavior policy. Review behavior systems with staff and adapt accordingly. 	LOLs LOLs	By term 1 From term 1	Pupil voice Staff voice	None

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A culture of positive relationships	<ul style="list-style-type: none"> Continue to build on excellent work, already in place, in developing positive relationships, especially for children that struggle with coming into school. 	SLT LOLs Pastoral team	On-going	Pupil voice	None
Pupils have high attendance. Where not, actions are taken.	<ul style="list-style-type: none"> Continue to implement strong systems to alert and support parents with children at risk of low attendance. 	Attendance team and SLT	On going	Attendance data	None
	<ul style="list-style-type: none"> Create accessible communications so that all parents can understand attendance data and the impact on their child. 	Attendance team supported by key governor	By term 1	Attendance data Parent voice	None
Pupils have a positive attitude to education showing resilience and pride in their education	<ul style="list-style-type: none"> Set high expectations of standards to be seen in both floor books and Discovery books from the start. 	Teachers	From term 1	Pupil voice	None
	<ul style="list-style-type: none"> Provide adaptive support to all pupils who need it in order to allow them to engage with learning at their level. 	LOLs	Term 1	Pupil voice	None
	<ul style="list-style-type: none"> Add behavior and attendance expectations to starter packs for all pupils. 	EYFS	On-going	Attendance data	None

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	<ul style="list-style-type: none"> • Create displays linking subjects to future career opportunities. • Use a something day to focus on personal futures, with visits to local employers or talks from professionals about their careers- to be informed by the interests of the children. 	TLTs	From term 1	Pupil voice	None
		Year teams	During the year	Pupil voice	None

Leadership and Management of the school

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
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Vision and values are shared and understood	<ul style="list-style-type: none"> • Create an introduction to vision and values document that can be shared with new staff and pupils/families. • Appraisal system will be reviewed to reflect new pay progression policies and to make it more manageable and relevant to all staff. 	HT	T1	Staff and pupil voice	No cost
		SLT	From T1	Appraisal projects will be joint enterprises within existing teams.	No cost
Governors take an active role in school life	<ul style="list-style-type: none"> • Governor visits to take place every term with a focus directed by the SIP. • Create a Governor Introduction document that can be shared with staff and families. • Display photos of governors in the school entrance way. 	HT and CoG	Termly	Termly monitoring reports	None
		CoG	T1	Document shared	None
		HT and Clerk	T1	Is it in place	None
Develop teachers' subject knowledge and pedagogy	<ul style="list-style-type: none"> • All teachers have the right to and encouraged to undertake an appropriate NPQ course. • Continue the 3-weekly CPD focused staff meeting, led by subject leads. • Plan staff training sessions to make use of training from our curriculum providers- WRM, Cornerstones, Little Wandle etc. • Every teacher to visit at least one other class each term. 	HT	Term 1 onwards	NPQ uptake	None
		HT	On-going	Meeting plan	None
		SLT and Middle leaders	T1 T3 T5	Training plan	None
		SLT	Termly	Plan in place	None

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	<ul style="list-style-type: none"> Phonics feedback and updates to all phonics teachers and TAs each term 	SLT	Termly	Staff voice and monitoring of phonics sessions Phonics outcomes	None
Developing ECTs	<ul style="list-style-type: none"> Ensure mentors have time to meet with and then write up their reports (including those working with ITT students) ECTs to meet with subject leaders throughout their 1st year to ensure they have subject knowledge and a plan to develop this. All ECTs to visit at least 2 other classes each term. 	SLT	Term 1	Mentor feedback	None
		Middle leaders	On-going	Reports from leaders and ECTs	None
		ECTs and mentor	On-going	Reports	None
Developing and deploying TAs effectively	<ul style="list-style-type: none"> Ensure all TAs hold or have access to a level 2/3 NVQ. Provide focused training for 1:1 TAs in specialized areas, using current providers such as STS. Pair new TAs with an existing TA to act as a ‘buddy’ and mentor. Hold termly workshops for TAs in which they can catch up on training given to teachers and focused training delivered by SLT and middle leaders. 	SLT	Throughout the year “ . ”	NVQ uptake	None
		SLT			Training records
		SLT	T1	Folder in place	None
		SLT and middle leaders	T1	Pairing established	None
			Termly	Workshops taking place	None

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	<ul style="list-style-type: none"> All staff to be trained in Team Teach strategies. 	Sendco	Term 3/4	Training certificates Practices being used	None
Pupil voice is planned for and listened to	<ul style="list-style-type: none"> Middle and SLT leaders to hold pupil voice sessions with a variety of groups each term. Feed the outcomes of these back to pupils and staff. 	SLT and middle leaders	Termly	Records of sessions	None
		SLT	Termly	Staff meeting notes	None
Staff voice contributes to aims and intentions	<ul style="list-style-type: none"> Staff to have an allocated 'buddy' to speak to. Hold 1:1 chats with all staff 3x each year. Feedback from the above to SLT. Plan staff 'team building' opportunities throughout the year. 	SLT	T1	System established	None
		SLT	T2/4/6	1:1 forms	None
		SLT	T2/4/6	1:1 summary	None
		SLT	On-going	Feedback	None
Parent voice contributes to the school's plans	<ul style="list-style-type: none"> Offer face to face parent meetings, where demand is high enough and staff are happy to do these. Continue coffee mornings/come and play/open class sessions. Develop a 'Friends of Green Park' to help with events and fund raising. 	SLT	T1	Survey outcomes	None
		SLT	T2	Parent meeting uptake	
		SLT	On-going	Are they taking place	None
		Diversity	T1	Is it in place	None
		SLT TLTs	Termly	Parent feedback	None

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	<ul style="list-style-type: none"> • Offer Parent workshops on new initiatives, as well as Maths and Phonics • Termly parent surveys based upon relevant areas of the SIP. 	HT	Termly	Survey results	None
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Early Years Foundation Stage

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
The learning environment is inspiring	<ul style="list-style-type: none"> • Continue the strong work in creating learning environments that respond to children's interests. 	EYFS team	On-going	Pupil voice	None-use available/free resources
Curriculum develops early maths skills	<ul style="list-style-type: none"> • Further develop use of WRM (adapted accordingly), consistently across EYFS. 	EYFS team	From Term 1	Monitoring Maths progress	No cost
Adults read to the children nurturing a love of books	<ul style="list-style-type: none"> • Establish Y6 buddy pairs for EYFS children. These children can read to/with their buddies. 	Discovery team	From term 1 (3x a year)	Pupil voice	No cost
The curriculum is ambitious and develops knowledge, belief and cultural capital	<ul style="list-style-type: none"> • Begin the process of creating our own Curriculum, in order to move away from Cornerstones in 26/27. 	All staff	From term 1- using Development Days and	Staff will establish key topic areas for the curriculum, identifying key	No extra cost

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			Planning Days	skills to be covered and relating these to local study opportunities and pupil voice.	
Phonics and early reading are taught well and children make good progress	<ul style="list-style-type: none"> Continue termly Phonics training sessions for all staff. Ensure there are enough phonics books to send home with the children. 	Discovery EYFS LOL	From term 1	Phonics sessions in EYFS, Y1 and Y2 will be in smaller groups and will have a positive effect on progress.	No cost Funding to be sought from Literacy Hub.
Children develop a wide vocabulary through their learning	<ul style="list-style-type: none"> Continue to develop use of the bespoke speech and language therapy room. Embed EYFS interventions further up the school, where needed. Continue to Develop Drawing Club as a resource across the school. SALT training for all year teams as part of CPD program. 	LOL LOLs Diversity SLT	From term 1 From term 1 From term 1 Term 2	S&L provision in place Children have needs met Drawing club is being used across the school. Training in place	No cost No cost No cost Time for CPD
Teachers have good subject knowledge	<ul style="list-style-type: none"> Continue the 3-weekly CPD focused staff meeting, led by subject leads. 	HT	Term 1 onwards	NPQ uptake	No cost

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and understand pedagogy	<ul style="list-style-type: none"> Plan staff training sessions to make use of training from 	HT	On-going	Meeting plan	No cost
Children have positive attitudes to learning, listen intently and respond positively	<ul style="list-style-type: none"> Improve attendance and punctuality by early intervention and clear communication with parents 	SLT	Termly	Attendance target of 95%. %Persistently absent to lower to below 15%.	No cost
Children manage their feelings appropriately and where not are helped to do so	<ul style="list-style-type: none"> Ensure consistency of SEND resources (using widget) 	SENDCO Diversity team	Before term 1	Widget will be used for these resources	No cost
	<ul style="list-style-type: none"> Create a set of social stories, using Widget for 1:1 s to use. 	SENDCO Small group lead Diversity team	Before term 1 and when needed	Social stories will be in place and will be used for these pupils	No cost
	<ul style="list-style-type: none"> 1:1 and SEND children in class to have 'passports' available to any staff to use when taking the group. 	SENDCO Diversity team	Before term 1	Passports will allow all staff to use best practice and have knowledge of the children	No cost

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	<ul style="list-style-type: none"> Plan time for staff to meet and share experiences with a line manager. 	SENDCO Small group lead	From term 1	Staff will have supervision and an opportunity to share good practice	
Children are helped to become Year 1 ready	<ul style="list-style-type: none"> Ensure teachers use adapted learning through Discovery lessons. All staff to visit EYFS at least once each term. Improve handwriting through daily sessions and Fizzy interventions where needed. 	LoL Teachers	From term 1	Books/outcomes	No cost
		LoL Teachers	From term 1	Staff voice	Cover
		LoL	From term 1	Pupil books	No cost

Personal Development

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
The school promotes equality and diversity	<ul style="list-style-type: none"> Hold cultural days to celebrate the range of cultures within the school community 	Diversity team	In term 3 or 4	Children will have a greater understanding of each other's cultures and will develop their understanding of the wider world.	No cost
		Diversity team	Termly	Pupil voice	No cost

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	<ul style="list-style-type: none"> • Invite a range of visiting speakers to speak to classes or to the whole school in assembly times. 	HT			
Pupils' broader development beyond the curriculum.	<ul style="list-style-type: none"> • Make links with local secondaries to explore offers for music and the arts. • Ask the school council to suggest clubs they want to see happening in the school and try to set these up either at lunchtimes or after school. • Every teacher to be asked to run a club for 1 term a year • Develop a comprehensive list of childhood experiences that every child will complete during their time at Green Park 	TLTs	Termly	Pupil take-up and feedback	No cost
		School council	Termly	Pupil voice	Overtime for running clubs
		HT	Termly	Pupil voice	None
		LOLs		Children can earn badges/ certificates and mark the experiences off their lists	None
High quality pastoral support	<ul style="list-style-type: none"> • Establish Paddington hubs in all year groups. • Pastoral team members stay with their children in class for 5 minutes to help with transition back to class. • Make Pastoral team timetables available on the shared drive for all staff 	Lols	From term 1	Pupil voice/attendance	No cost
		Pastoral team	From Term 1	Feedback/Behavior logs	No cost
			From term 1		

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Embody British values and develop pupils for life in modern Britain.	<ul style="list-style-type: none"> • Create a British Values display for each class. • Create a display to celebrate children’s achievements outside school to include those that reflect British values • Refer to British Values when planning and discussing school activities in class. • Use a something day to focus on personal futures, with visits to local employers or talks from professionals about their careers- to be informed by the interests of the children. 	Teachers	From term 1	Pupil voice	No cost
		Diversity	From Term 1	Pupil voice	No cost
		Teachers	From term 1	Pupil voice	No cost
				Pupil voice	No cost
Develop Healthy lifestyles	<ul style="list-style-type: none"> • Encourage healthy snacks at break times through communications with parents and rewards for children. • Use existing schemes, such as the golden mile, massage, yoga, breathing etc. to help children to improve their mental health. • Review breakfast and after-school club food offers to ensure they are as healthy as possible. • Follow ‘Active Schools’ action plan to develop active opportunities in class. 	Energy team	From term 1	Pupil voice	No cost
		Energy team	From term 1	Pupil voice	No cost
		Energy team	From term 1	Pupil voice	No cost
			On-going	Pupil voice	No cost

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		Energy team and teachers			
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