

Green Park Community Primary School

School Improvement Plan 2026-2027

Created by Richard Hawkins in consultation with staff and governors- June 2026



Inclusion

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
Leaders take a graduated approach, which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.	• Use twilights for whole school training. • Utilise STLS training offer. • Audit what staff feel they need. • Review training. • B squared training for children on pathways. • Look into ways to track well-being and engagement. • NVQ for TAs. • Provide additional training in dealing with a wide range of SEND needs. • Ensure staff have suitable support to implement graduated response approaches consistently.	Rachel Guy and SLT Leadership	Audit - Term 6, ready for September 2026 Training from September 2026 September 2026 ASAP	Results from audit to target the training we chose. Staff feedback. Staff should feel more confident. All children on pathways will be evaluated to show their progress. Staff will be able to gain a better understanding of children's well-being and engagement. Staff will have better knowledge of children's needs and will feel more confident dealing with issues.	None Small amount for some training courses
Leaders have a secure understanding of these pupils'	• Using twilights for whole school training. • Utilize STLS training offer.	Rachel Guy SLT	September 2026 As and when changes or	Results from audit to target the training we chose. Staff feedback.	None N/A Cost of training -

needs and the progress they make.	• Audit of what staff feel they need. • Review of training. • B squared training for children on pathways. • Look into ways to track well-being and engagement. • Consistent behaviour strategies and provision between partner teachers when streaming. • Communicate about the needs of the children within our year groups, so the expectations are the same in all classes. • Create passports for SEND children - make these with the children and have them available for all staff to look at. • All staff complete trauma training. • Staff to know more about the communities of school, white paper etc.	Partner teachers and TAs LoL Teachers SENCO	adaptations need to be made, through discussions Start in term 1, completed by term 3 Start term 1 Start term 1 Term 6 By term 3	Staff should feel more confident. All children on pathways will be evaluated to show their progress. Staff will be able to gain a better understanding of children's well-being and engagement. Consistent behaviour when streaming. The use of Provision Plans will improve. The set expectations are the same for all staff. All passports are in place. Staff have a good understanding of individual needs. All staff will have completed trauma training. Strategies are in place, supporting children. All staff understand the 'communities for schools', etc.	a few people could attend the training and then deliver it to the rest of the school
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Achievement

Reading

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
On the whole, pupils achieve well. This will be reflected in their attainment and progress in national tests and assessments, which are broadly in line with national averages, including for disadvantaged pupils.	- Continue and expand Reading buddies. - Plan Drop Everything and Read sessions. - Hold termly Reading assemblies. - Termly teacher swap for reading. - Consider use of book corners - what books you have out, etc.	LoL and teachers	September 2026	Greater progress on tests, examinations and data.	None

Phonics and early reading

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
Phonics and early reading are taught well and children make good progress.	- Continue phonics teaching with fidelity in EYFS, Year 1 and Year 2. - Year 2/3 phonics retakes - introduce more phonics sessions. - Continue to record data on the phonics tracker in Year 2 and above. - Ensure there are enough phonics books to send home with the children.	Phonics lead, class teachers, TAs	Term 1 onwards	More children pass the retake. Teachers and leaders have a better understanding of individual progress.	None £1000 for phonics books

Mathematics

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
Pupils make better progress in mathematics.	- Small group work for pupils who are falling behind. - Daily structure to support SEN and disadvantaged pupils.	Teaching staff / interventions	Throughout the year	Children will have improved in their assessments.	Existing staff. Tests from AI tool.

	• Subject hubs to help children falling behind in specific areas, e.g. maths. • Mini tests to assess whether children have absorbed the lesson.				
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Writing and assessment

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
Teachers have secure knowledge of expectations and assessment is accurate.	• More moderation between year groups with a focus on closing gaps highlighted by the data. • Look at the accuracy of the end of year data so as not to set the children up to fail in the next year group. • Make sure all staff have secure knowledge of the new curriculum.	All teaching staff and LOL	Termly / Term 6	Accurate end of year data will have a true representation of children's levels and support more targeted intervention.	None

Staff development

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
Develop teachers' subject knowledge and pedagogy.	- Continue the 3-weekly CPD focused staff meeting, led by subject leads. - Plan staff training sessions to make use of training from curriculum providers. - Every teacher to visit at least one other class each term.	HT, SLT, middle leaders	Term 1 onwards	Meeting plan. Training plan. Staff voice.	None

Curriculum and Teaching

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
Curriculum (point 4) New curriculum to be understood, taught and monitored consistently throughout all year groups.	- All 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. - 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. - Develop a Paddington Paws curriculum for Y4/5/6. - Conduct a training needs audit for all staff and use this to create the staff meeting training plan for the year.	SLT Middle leaders All staff Y4/5/6 team Paddington Paws team LoL and teachers Classroom staff & leaders of learning Class teacher SENDCo LoL SLT Middle leaders	Termly From term 1 using Development Days and Planning Days From term 1 From term 1 On-going September 2026 Term 1 Term 1 On-going Term 6 Term 1 Term 6	Monitoring. Regular pupil progress meetings. Book looks - general and individual feedback to be given with points for development and dates for these to be actioned by. Data discussions between year groups. Every project will have a knowledge map that will be adapted to reflect the reading abilities of the pupils. Children's gaps in learning will begin to lessen. All staff will be aware of children's gaps and how we can support them.	N/A No extra cost No cost No cost No cost Covered within staffing budget

	• Utilise times throughout the day to deliver interventions. • Share children's targets with all members of staff who work with them. • Look at how we adapt lessons. Teach the same lesson in different ways, using the class TA more. Further training. • Evaluate year group timetables alongside the new curriculum. There should be more time now - this time could be used to implement interventions, extra lessons etc to secure learning. • Have a better understanding of previous learning and what the next steps are. • More book looks by SLT and middle leaders.			Books are looked at termly. Feedback is given to all teachers. Transition meetings will be slightly longer - detailed discussions will be held.	
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	Feedback needs to be given. Have a more robust transition meeting. Have more time than rushing through.				
Development area	Actions	By whom	When	Evaluation methodology	Budget costing
Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communications and language, reading, spelling, handwriting, and mathematics.	- Utilizing times throughout the day to deliver interventions. - Sharing children's targets with all members of staff who work with them. - Identifying possible dyslexia or dyscalculia and working with parents to get a diagnosis. - Working in hubs or small groups to help those children with particular issues e.g. speech and language.	LoL and teachers Classroom staff & leaders of learning	September 2026 Ongoing	Children's gaps in learning will begin to lessen. All staff will be aware of children's gaps and how we can support them. Improved results in assessments.	None Covered within staffing budget
Leaders ensure that the	More book looks by SLT and Middle Leaders.	SLT	Term 1 Term 1	Books are looked at termly.	None

curriculum is generally taught well.	Feedback needs to be given. • LoL/SLT are able to go into class more. • Ensure the new curriculum is understood, taught and monitored consistently throughout all year groups.	Middle leaders SLT LoL	Termly	Feedback is given to all teachers. SLT are able to visit more classes. Monitoring. Regular pupil progress meetings.	
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Behaviour and attendance

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
Demonstrable improvement in the behaviour and attendance of pupils who have particular needs	• CPD on adaptive teaching. • Implement Paddington Paws across the whole school, with hubs in EYFS, Y1/2, 3/4 and 5/6. • 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 to get their children to attend regularly.	SLT SLT SLT Year teams Attendance team Pastoral team	Term 6 2025 Termly By term 1 From term 1 From term 1	Staff voice Behaviour books Pupil voice Attendance data Attendance data	None
A positive environment where bullying is not tolerated	• Develop restorative justice methods as part of the behaviour policy.	Diversity Diversity Y6 and EYFS teams	From term 1 From term 1	Pupil voice Behaviour surveys	None

	Create Y6 mentors for EYFS pupils - these will check in with their mentees regularly.				
High expectations for pupils' behaviour and conduct which are applied consistently and fairly	Improve movement around corridors at lunch and assembly times.	All staff	From term 1	Pupil voice Behaviour surveys	None
Low level disruption is not tolerated. Pupils' behaviour does not disrupt learning.	- 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	Behaviour books	None
Leaders support all staff in managing pupils' behaviour	- Develop restorative justice methods as part of the behaviour policy. - Review behaviour systems with staff and adapt accordingly.	LOLs LOLs	By term 1 From term 1	Pupil voice Staff voice	None
A culture of positive relationships	Continue to build on excellent work, already in place, in developing	SLT LOLs	On-going	Pupil voice	None

	positive relationships, especially for children that struggle with coming into school.	Pastoral team			
Pupils have high attendance. Where not, actions are taken.	- Continue to implement strong systems to alert and support parents with children at risk of low attendance. - Create accessible communications so that all parents can understand attendance data and the impact on their child.	Attendance team and SLT Attendance team supported by key governor	On-going By term 1	Attendance data Attendance data Parent voice	None
Pupils have a positive attitude to education showing resilience and pride in their education	- Set high expectations of standards to be seen in both floor books and Discovery books from the start. - Provide adaptive support to all pupils who need it to allow them to engage with learning at their level.	Teachers LOLs EYFS TLTs Year teams	From term 1 Term 1 On-going Term 6 2025 From term 1 During the year	Pupil voice Pupil voice Attendance data Pupil voice Pupil voice	None

	• Add behaviour and attendance expectations to starter packs for all pupils. • 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.				
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Attendance

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
Attendance is broadly improving	- Parent information events about attendance - coffee morning, evening information, include in the parent meetings reports. - Advertise/inform parents that we now give Calpol at school. - Reach out to similar schools with good attendance to see what strategies they have in place. - Office share who the low/persistent/severe absentees are. - Children with low attendance can then be supported in class - quiet check ins, use the EBSA push and pull strategies etc.	SLT Office SLT Office Classroom staff	Term 1 Term 1 By term 3 Term 1 ongoing Now	Parents attend an event and are more aware of the impact of poor attendance. Parents are more aware that we give Calpol, so children are less likely to stay at home when they have a cold etc. Gather successful ideas that are in place in similar schools. Staff are aware of who has low attendance, so they can be targeted in class more. Attendance will improve over time.	None
Attendance and behaviour	Individual reward per class for the highest attending child or	Class teacher	Termly Now	Improved attendance	Minimal

	for those children whose lack of attendance is down to lack of parental engagement- a reward for most improved attendance. • Culture of sending children home for minor reasons needs to change. • Engaging with parents to encourage a culture of sending children in. • Staff to encourage children to try and persevere, ask parents to bring in Calpol.	Classroom staff			
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Personal Development

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
The CPD includes a suitable and well- taught RHE/RSHE programme, which develops pupils' knowledge.	• More emphasis on emotional wellbeing alongside RSHE. • Designated time in RSHE to teach emotional wellbeing. • Specific multicultural days, including festivals, traditions, and food. • British Values to be taught discreetly. • Hold cultural days to celebrate the range of cultures within the school community. • Invite a range of visiting speakers to speak to classes or to the whole school in assembly times.	Teachers Whole school Diversity team HT	September 2026 Twice a year Once a term in assembly or whole class lessons In term 3 or 4 Termly	Pupils will gain a deeper understanding of their emotional wellbeing. Improved cultural knowledge. Knowledge of British Values. Children will have a greater understanding of each other's cultures and will develop their understanding of the wider world.	None Minimal N/A Possible food supplies for cultural days - cost low

Pupils' broader development beyond the curriculum.	• Ensure there are termly opportunities to broaden children's experiences within the new curriculum. • Record what we do and when. • Have a celebration day of different cultures. • Make links with local secondary schools 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 lunchtime or after school. • Every teacher to be asked to run a club for 1 term a year.	LoL Teachers Diversity team TLTs School council HT LOLs Energy team Energy team and teachers	Term 1 ongoing Term 4 Term 2 Termly Termly Termly On-going From term 1 From term 1 From term 1 On-going	There are more opportunities to broaden their experiences. Children are able to explore different cultures. Pupil take-up and feedback. Pupil voice. Children can earn badges/certificates and mark the experiences off their lists. Pupil voice. Pupil voice.	None None Overtime for running clubs None
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	• Develop a comprehensive list of childhood experiences that every child will complete during their time at Green Park. • Have more KS1 clubs. • Encourage healthy snacks at break times through communications with parents and rewards for children. • Use existing schemes, such as the golden mile, massage, yoga, and breathing, to help children improve their mental health. • Review breakfast and after-school club food offers to ensure they are as healthy as possible.				
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Early Years Foundation Stage

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
The learning environment is inspiring	- Continue the strong work in creating learning environments that respond to children's interests. - More equipment to support gross motor skills. - Target gross motor skills in carousel lessons, alternating between gross and fine motor skills. - Target gross motor skills during playtime and child-initiated learning. - Provide more opportunities for children to explore and take risks. - Use easily accessible resources to build gross motor skills during play. - Fix the roof covering the outside area so the	EYFS team LoL Teachers TAs Pat	On-going September 2026 Term 1	Pupil voice	None / seek sponsorships / donations

	children can use the area in all weather.				
Curriculum develops early maths skills	Further develop the maths curriculum, 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	Establish Y6 buddy pairs for EYFS children. These children can read to and 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	- Finalise the process of creating our own curriculum, in order to move away from Cornerstones in 26/27. - All 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.	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
Phonics and early reading are taught well and	Continue termly Phonics training sessions for all staff.	Discovery EYFS LoL	From term 1	Phonics sessions in EYFS, Y1 and Y2 will be in smaller	No cost

children make good progress	• Ensure there are enough phonics books to send home with the children. • Phonics sessions in EYFS, Y1 and Y2 will be in smaller groups and will have a positive effect on progress.			groups and will have a positive effect on progress.	Funding to be sought from Literacy Hub
Children develop a wide vocabulary through their learning	• 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 programme.	LoL LOLs Diversity SLT	From term 1 From term 1 From term 1 Term 2	S&L provision in place 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 and	• Continue the 3-weekly CPD focused staff meeting, led by subject leads.	HT	Term 1 onwards	NPQ uptake Meeting plan	No cost

understand pedagogy	Plan staff training sessions to make use of training from curriculum providers.				
Children have positive attitudes to learning, listen intently and respond positively	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	- Ensure consistency of SEND resources, using Widget. - Create a set of social stories, using Widget for 1:1s to use. 1:1 and SEND children in class to have passports available to any staff to use when taking the group. - Plan time for staff to meet and share experiences with a line manager.	SEND Co Diversity team Small group lead	Before term 1 Before term 1 and when needed Before term 1 From term 1	Widget will be used for these resources Social stories will be in place and will be used for these pupils Passports will allow all staff to use best practice and have knowledge of the children Staff will have supervision and an opportunity to share good practice	No cost

Children are helped to become Year 1 ready	• 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 Staff voice Pupil books	No cost Cover No cost
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Leadership and Management of the school

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
Vision and values are shared and understood	- 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 SLT	T1 From T1	Staff and pupil voice Appraisal projects will be joint enterprises within existing teams.	No cost No cost
Governors take an active role in school life	- 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. - Have an event where staff and governors can meet and get to know each other, share school experiences	HT and CoG CoG HT and Clerk Governors SLT Teachers Head Governors	Termly T1 T1 Term 3 Term 1 ongoing Term 3	Termly monitoring reports Document shared Is it in place Reports from walk around Feedback in governor meetings Greater confidence and understanding of roles	None

	etc. This could help governors become more confident when visiting the school. • Invite governors to an assembly and introduce them to the children. • Give the governors roles - SEND, maths, writing etc. something they can focus on when visiting.				
Develop teachers' subject knowledge and pedagogy	• 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 SLT and middle leaders SLT SLT SLT All staff	Term 1 onwards On-going T1 T3 T5 Termly When required Twice yearly	NPQ uptake Meeting plan Training plan Plan in place Staff voice and monitoring of phonics sessions Phonics outcomes Improved knowledge Improved practice	None N/A

	- Phonics feedback and updates to all phonics teachers and TAs each term. - Link CPD to areas for improvement from the SIP and audit staff skills and knowledge in specific subject areas. - Collaborate with other schools in writing and maths.				
Development area	Actions	By whom	When	Evaluation methodology	Budget costing
Developing ECTs	- 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.	SLT Middle leaders ECTs and mentor	Term 1 On-going On-going	Mentor feedback Reports from leaders and ECTs	None

	All ECTs to visit at least 2 other classes each term.				
Developing and deploying TAs effectively	- Ensure all TAs hold or have access to a level 2/3 NVQ. - Provide focused training for 1:1 TAs in specialised 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. - All staff to be trained in Team Teach strategies.	SLT SLT SLT SLT and middle leaders SENDCo	Throughout the year T1 T1 Termly Term 3/4	NVQ uptake Training records Folder in place Pairing established Workshops taking place Training certificates Practices being used	None
Pupil voice is planned for and listened to	- 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 SLT	Termly	Records of sessions Staff meeting notes	None

Staff voice contributes to aims and intentions	- 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 SLT SLT SLT	T1 T2/4/6 T2/4/6 On-going	System established 1:1 forms 1:1 summary Feedback	None
Parent voice contributes to the school's plans	- 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. - Offer Parent workshops on new initiatives, as well as Maths and Phonics. - Termly parent surveys based upon relevant areas of the SIP.	SLT SLT Diversity SLT TLTs HT	T1 T2 On-going T1 Termly Termly	Survey outcomes Parent meeting uptake Are they taking place Is it in place Parent feedback Survey results	None

Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge	• Create strong partnerships with local schools / comparable schools. • Share staff development days with them. • Moderate with them. • Joint events, such as singing, sports, cultural etc. • SLT from schools meet, share data etc so we can compare ideas and resources. • Governors and a member of staff to do a narrated visit / observation. • Training for governors based on their area. • Primary and secondary school links - make use of resources and expertise that other schools have.	SLT Teachers Diversity team Governors Subject leaders	Term 1 ongoing Twice yearly September 2026 As required	There are stronger relationships with local schools Improved practice Better knowledge of school curriculum and teachers' challenges Reports from walk around Feedback in governor meetings	None
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