

# School Improvement Plan for The Park Schools Federation



2024 - 2027

# SCHOOL CONTEXT

Pupils



**Number of Pupils on Roll - 469**

Infant – 211  
Junior - 258



**Number of Pupils eligible for Pupil Premium – 153 (35%)**

Infant – 58 (32%)  
Junior – 90 (35%)

**Number of Pupils with a special educational need (SEND) /Education Health and Care Plan (EHCP) - 82**

Infant SEND – 28  
Infant EHCP – 4  
Junior SEND – 54  
Junior EHCP – 4

**Number of Pupils with English as an additional language (EAL) – 62 (14%)**

Infant – 26 (14%)  
Junior – 36 (14%)



**Overall absence**  
Infant – 7.33%  
Junior – 6.08%

**Persistent absence**  
Infant – 22.5%  
Junior 20.4%

**Key Stage 2 Progress Scores**

Reading –  
Writing –  
Maths –

**EYFS outcomes**

GLD –  
All – 55%  
Non-Disadvantaged –  
Disadvantaged –



# SCHOOL CONTEXT

## Key Ofsted actions from last report

### Infants – January 2024 (Good)

1. Curriculum Development – Knowledge builds on prior learning.
2. Embedding Knowledge – Children know more and remember more with gaps in learning addressed.
3. Wider Learning and Experiences – Provide rich experiences within and beyond the curriculum, which broaden their horizons.

### Juniors – June 2024 (Requires Improvement)

1. Curriculum development – Knowledge builds on prior learning.
2. Formative assessment strategies inform adaptive teaching – Misconceptions are rapidly addressed.
3. Consistent behaviour management strategies – Low level disruption requires reducing.

## Key Areas to Improve

Behaviour

Attendance

## Key staffing areas of issue

Legacy of substantial historic staff absence.

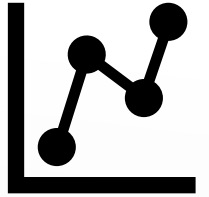
Academic Year 2022/2023 = 195 days  
401.5 teacher absence days (2.1 teachers absent per day)  
407.5 TA absence days (2.1 TAs absent per day)  
791 support staff absence days (4.1 support absent p/day)

Academic year 2023/2024 = 195 days  
315 teacher absence days (1.6 teachers absent per day)  
487.5 TA absence days (2.6 TAs absent per day)  
632 support staff absence days (3.2 support absent p/day)

Significant staffing restructure will be introduced this academic year.



# SCHOOL CONTEXT



## Attainment gap analysis

Internal evaluations have determined that our accuracy for pupil assessments is in question. This is also demonstrated by our KS2 Writing outcomes (internally assessed) in summer 2024 being almost 15% and 18% higher than our Reading, SPaG and Mathematics outcomes.

A thorough pupil assessment cycle took place in November/December 2024, with robust moderation practices, to accurately determine pupil attainment levels in each year group.

### Reading

Year	Overall	Boys	Girls	PP
R	62%	54%	73%	53%
1	62%	55%	72%	39%
2	49%	51%	45%	38%
3	46%	42%	50%	35%
4	42%	37%	47%	41%
5	52%	49%	57%	50%
6	62%	64%	61%	26%

### Writing

Year	Overall	Boys	Girls	PP
R	75%	66%	88%	68%
1	57%	42%	76%	39%
2	42%	42%	37%	62%
3	56%	48%	64%	33%
4	21%	17%	25%	9%
5	48%	46%	50%	42%
6	63%	56%	68%	43%

### Maths

Year	Overall	Boys	Girls	PP
R	80%	80%	81%	68%
1	74%	73%	76%	56%
2	39%	48%	23%	24%
3	56%	55%	57%	44%
4	70%	76%	66%	64%
5	46%	59%	31%	46%
6	68%	72%	65%	59%



# SCHOOL IMPROVEMENT OBJECTIVES



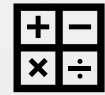
## 1. Curriculum Development and Organisation and Knowledge Retention

- To ensure that the curriculum sets out what pupils should learn and when in each subject, and that teachers routinely provide pupils with opportunities to build on prior learning.



## 2. Formative Assessment Strategies Inform Adaptive Teaching

- To ensure that consistent and accurate assessment processes are in place so that teachers can identify how well pupils have learned the intended curriculum, and use this knowledge to inform their teaching.



## 3. Effectively Manage Behaviour and Low-Level Disruption

- To review and enhance the approaches being used to manage behaviour, identify priorities and ensure that staff have the knowledge and confidence they need to set and uphold high expectations of behaviour..

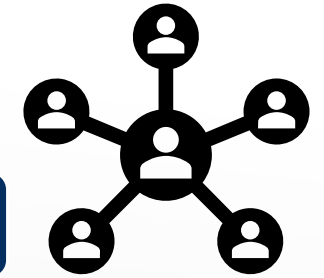


## 4. Strong and Effective Leadership at all Levels

- To ensure there is a wider delegation and ownership of leadership priorities across the staff team.



# IMPROVEMENT PRIORITY 1

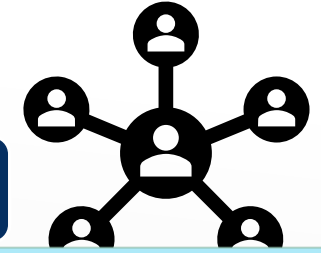


## Curriculum Development and Organisation and Knowledge Retention

The recent Ofsted inspection highlighted the need for a clearly defined curriculum that specifies what pupils should learn and when, as well as the necessity for teachers to provide opportunities for pupils to build on their prior learning. By focusing on this priority, we aim to address the gaps in knowledge identified during the inspection and ensure that all pupils receive a coherent and progressive education that allows them to thrive.

Year	2024/2025	2025/2026	2026/2027
Actions	<ul style="list-style-type: none"> <li>- Conduct a comprehensive review of the current curriculum to identify gaps.</li> <li>- Develop a clear curriculum framework that outlines the knowledge and skills to be taught in each subject.</li> <li>- Train teachers on the new curriculum and how to effectively build on prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Implement the revised curriculum across all subjects.</li> <li>- Establish regular curriculum monitoring sessions to ensure adherence and consistency.</li> <li>- Introduce formative assessment strategies to identify and address misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the effectiveness of the new curriculum and assessment strategies.</li> <li>- Adjust the curriculum based on feedback and performance data.</li> <li>- Provide ongoing professional development for staff to refine teaching practices.</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>- A documented curriculum framework is completed and shared with all staff.</li> <li>- Teachers demonstrate understanding of the curriculum and how to build on prior learning in their lesson plans.</li> <li>- Initial assessments show improved pupil engagement and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- All subjects are taught according to the new curriculum with minimal gaps.</li> <li>- Regular monitoring shows consistency in teaching practices across the school.</li> <li>- Formative assessments indicate a reduction in pupil misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>- Positive feedback from staff regarding the curriculum and assessment processes.</li> <li>- Data analysis shows improved pupil knowledge retention and application.</li> <li>- Continuous professional development leads to enhanced teaching strategies across the school.</li> </ul>
Impact	<p>We will establish a solid foundation for curriculum development by conducting a comprehensive review of the existing curriculum. This will lead to the creation of a clear framework that specifies the knowledge and skills to be taught. Staff training will ensure that teachers are equipped to build on prior learning, resulting in increased pupil engagement and understanding.</p>	<p>The second year will focus on the implementation of the revised curriculum. By monitoring its application and introducing formative assessment strategies, we will ensure that any misconceptions are swiftly identified and addressed. This will lead to greater consistency in teaching practices and improved pupil outcomes across all subjects.</p>	<p>We will evaluate the effectiveness of the new curriculum and assessment strategies. Adjustments will be made based on data analysis and feedback from staff. Ongoing professional development will refine teaching practices, ultimately leading to enhanced knowledge retention and application among pupils.</p>

# IMPROVEMENT PRIORITY 2

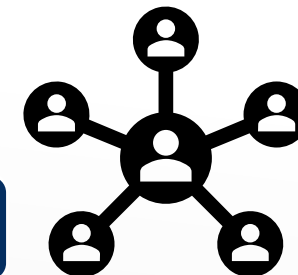


## Development of Assessment Processes

This priority aligns closely with the school improvement priorities of Curriculum Development and Organisation and Knowledge Retention, as well as the need for consistent and effective teaching practices highlighted in the recent Ofsted inspection comments. Assessment processes in some subjects are currently underdeveloped, leading to gaps in pupils' knowledge and learning. By establishing consistent and accurate assessment processes, we can ensure that teachers are able to identify how well pupils have learned the intended curriculum and address any misconceptions effectively. This will ultimately support the overall goal of improving the quality of education that pupils receive at The Park Schools Federation.

Year	2024/2025	2025/2026	2026/2027
Actions	<ul style="list-style-type: none"> <li>- Develop a comprehensive assessment framework for all subjects.</li> <li>- Provide professional development for teachers on effective assessment strategies.</li> <li>- Implement regular and robust assessment cycles to monitor pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Review and refine the assessment framework based on feedback.</li> <li>- Conduct training sessions focusing on identifying and addressing misconceptions.</li> <li>- Introduce peer assessment practices among pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the impact of assessment strategies on pupil learning.</li> <li>- Adjust the curriculum based on assessment data.</li> <li>- Share best practices in assessment with staff and stakeholders.</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>- A complete assessment framework is in place and utilised by all staff.</li> <li>- Teachers report increased confidence in using assessment to inform their teaching.</li> <li>- Regular assessment data shows improved pupil understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback indicates that teachers feel supported in addressing misconceptions.</li> <li>- Peer assessment is being used routinely in lessons.</li> <li>- Assessment data shows a reduction in gaps in knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of improved pupil outcomes in assessments.</li> <li>- The curriculum reflects adjustments based on assessment data.</li> <li>- Staff share successful assessment practices, fostering a culture of continuous improvement.</li> </ul>
Impact	<p>In the first year, the focus will be on developing a comprehensive assessment framework and training staff. By the end of this year, all staff will feel more confident in their assessment practices, and there should be a noticeable improvement in the quality/accuracy of assessment data being collected. This foundational work will set the stage for more refined practices in the following years.</p>	<p>The second year will build upon the established framework, with a focus on refining assessment practices and introducing peer assessment. By the end of this year, we expect to see a significant reduction in gaps in pupils' knowledge as teachers become more adept at identifying and addressing misconceptions. The use of peer assessment will also enhance pupil engagement and accountability in their learning.</p>	<p>In the final year of the plan, we will evaluate the impact of the assessment strategies on pupil learning outcomes. Adjustments to the curriculum based on assessment data will further enhance teaching effectiveness. By the end of this year, we anticipate a marked improvement in pupil outcomes, with staff actively sharing best practices and contributing to a culture of continuous improvement in assessment processes.</p>

# IMPROVEMENT PRIORITY 3

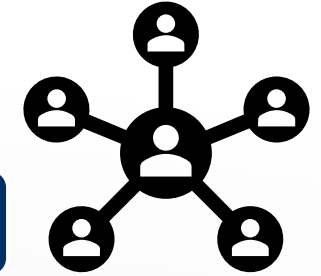


## Effectively Manage Behaviour and Low-Level Disruption

There is a very strong requirement for a commonly understood approach to managing low-level disruption, which directly impacts the quality of education that pupils receive. By focusing on enhancing behaviour management, we can ensure that teachers have the necessary skills and confidence to uphold high expectations, thereby reducing interruptions to learning and creating a more conducive environment for all pupils.

Year	2024/2025	2025/2026	2026/2027
Actions	<ul style="list-style-type: none"> <li>- Conduct a comprehensive review of current behaviour management strategies.</li> <li>- Provide training sessions for staff on effective behaviour management techniques.</li> <li>- Develop a clear behaviour management policy that is communicated to all staff, pupils, and parents.</li> </ul>	<ul style="list-style-type: none"> <li>- Implement the revised behaviour management policy across the school.</li> <li>- Monitor the application of behaviour strategies in classrooms.</li> <li>- Gather feedback from staff and pupils on the effectiveness of the new strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the impact of the behaviour management strategies on pupil behaviour and learning.</li> <li>- Adjust and refine the behaviour management policy based on feedback and evaluation results.</li> <li>- Provide ongoing professional development for staff to enhance behaviour management skills.</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>- Staff report increased confidence in managing behaviour.</li> <li>- A clear behaviour policy is established and shared with the school community.</li> <li>- Initial reduction in low-level disruption noted in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>- Positive feedback from staff and pupils regarding the new behaviour strategies.</li> <li>- Consistent application of behaviour management techniques observed across classrooms.</li> <li>- Further reduction in incidents of low-level disruption.</li> </ul>	<ul style="list-style-type: none"> <li>- Improved pupil focus and engagement in lessons.</li> <li>- Significant decrease in behaviour-related interruptions to learning.</li> <li>- Staff feel well-supported and equipped to manage classroom behaviour effectively.</li> </ul>
Impact	<p>The focus will be on establishing a strong foundation for behaviour management within the school. By conducting a comprehensive review and providing targeted training, staff will feel more empowered and confident in their ability to manage behaviour effectively. The introduction of a clear behaviour policy will ensure that all stakeholders understand the expectations, leading to an initial reduction in low-level disruption.</p>	<p>The implementation of the revised behaviour management policy will take centre stage. Monitoring and feedback will be critical in assessing the effectiveness of the new strategies. As staff consistently apply the behaviour management techniques learned in training, we expect to see a noticeable improvement in pupil behaviour and a more conducive learning environment.</p>	<p>The focus will shift to evaluating the overall impact of the behaviour management strategies on pupil learning and engagement. By refining the policy based on evaluation results and providing ongoing professional development, we aim to sustain improvements in behaviour management. The ultimate goal is to create a school culture where pupils are focused and engaged, allowing for uninterrupted learning and fostering an environment where all pupils can thrive.</p>

# IMPROVEMENT PRIORITY 4



## Strong and Effective Leadership at All Levels

A comprehensive focus on the need for strong leadership across all levels to ensure effective implementation of curriculum development, consistent behaviour management, and adaptive teaching. The Ofsted inspection highlighted the necessity for a wider delegation of leadership responsibilities, which will empower staff, foster ownership of school priorities, and ultimately contribute to improved educational outcomes for pupils.

Year	2024/2025	2025/2026	2026/2027
Actions	<ul style="list-style-type: none"> <li>- Establish a leadership framework that delegates responsibilities to staff.</li> <li>- Provide professional development opportunities focused on leadership skills.</li> <li>- Create leadership teams across areas/subjects to promote accountability.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the effectiveness of the leadership framework and make adjustments as necessary.</li> <li>- Implement peer mentoring for emerging leaders.</li> <li>- Facilitate regular leadership meetings to share best practices.</li> </ul>	<ul style="list-style-type: none"> <li>- Review the impact of leadership changes on pupil outcomes.</li> <li>- Continue to support and develop leadership capacity within the staff.</li> <li>- Celebrate and recognise leadership achievements within the school community.</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>- Increased staff engagement in leadership roles.</li> <li>- Positive feedback from staff regarding professional development.</li> <li>- Clear roles and responsibilities established within leadership teams.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of improved collaboration among staff.</li> <li>- Increased confidence in leadership roles as reported in staff surveys.</li> <li>- Documented changes in practice due to shared best practices.</li> </ul>	<ul style="list-style-type: none"> <li>- Measurable improvements in pupil outcomes linked to leadership initiatives.</li> <li>- A culture of leadership recognised and valued by the school community.</li> <li>- Sustained improvement in leadership capacity across the school.</li> </ul>
Impact	<p>In the first year, the focus will be on establishing a clear leadership framework and empowering staff through professional development. The anticipated impact includes heightened staff engagement and a shared sense of responsibility for school priorities, leading to a more cohesive approach to school improvement.</p>	<p>By the second year, the evaluation of the leadership framework will provide insights into its effectiveness. The introduction of peer mentoring and regular meetings will foster collaboration and enhance leadership skills among staff. This will result in a more confident and capable leadership team, positively influencing teaching practices.</p>	<p>In the final year of the plan, the review of leadership changes will demonstrate their impact on pupil outcomes. A culture of leadership will be established, with staff feeling recognised for their contributions. This sustained improvement in leadership capacity will lead to enhanced educational experiences for pupils, addressing the identified areas for improvement; in particular within the curriculum, assessment and behaviour management.</p>