

The Park Schools Federation



School Improvement Plan Review – July 2026

School Context

Pupil Numbers		Number of Pupils on Roll	No. of Pupils Eligible for Pupil Premium	Number of Pupils with SEND and/or EHCP		Number of Pupils Open to Social Care	Number of Pupils with EAL
Sept 2025	Infants	214	54 = 25%	SEND 28	EHCP 3+1	1	27 = 13%
	Juniors	256	100 = 39%	SEND 54	EHCP 5+2	4	37 = 14%
July 2026	Infants	234	77 = 33%	SEND 41	EHCP 6+5	9	29 = 12%
	Juniors	266	112 = 42%	SEND 62	EHCP 8+2	10	40 = 15%

+ relates to pupils with inclusion funding

Absence + Outcomes		Overall Absence	Persistent Absence	EYFS Outcomes	Phonics Outcomes	Year 4 MTC
2024/2025	Infants	6.4%	13.1%	GLD – 83%	Year 1 – 73%	55% full marks
	Juniors	5.5%	16.0%	Disadvantaged – 78%	Year 2 – 93%	22.2 average score
2025/2026	Infants	5.4%	15.3%	GLD – 53%	Year 1 – 73%	54% full marks
	Juniors	5.1%	14.7%	Disadvantaged – 48%	Year 2 – 84%	22.9 average score

Year 6 Outcomes	Year 6 Reading	Year 6 Writing	Year 6 Mathematics	Reading/Writing/Maths Combined	Year 6 EPGS
2025	EXP-68% GD-20%	EXP-75% GD-14%	EXP-80% GD-18%	EXP-66% GD-6%	EXP-58% GD-11%
2026 (All Pupils)	EXP-76% GD-17%	EXP-80% GD-14%	EXP-81% GD-23%	EXP-67% GD-9%	EXP-64% GD-11%
2026 (Pupil Premium)	EXP-71% GD-14%	EXP-80% GD-14%	EXP-83% GD-23%	EXP-69% GD-9%	EXP-65% GD-14%

Staff Absence	2025/2026	2024/2025	2023/2024	2022/2023
	450.8 days 2.3 staff absent each day	1014 days 5.2 staff absent each day	1434.5 days 7.4 staff absent each day	1601.5 days 8.2 staff absent each day

Pupil Attainment – September 2025

	Reading				Writing				Mathematics			
Year	Overall	Boys	Girls	PP	Overall	Boys	Girls	PP	Overall	Boys	Girls	PP
FS2	58%	48%	63%	27%	56%	52%	59%	27%	64%	63%	66%	36%
1	62%	56%	69%	53%	69%	56%	85%	53%	83%	78%	88%	76%
2	44%	36%	57%	26%	46%	31%	70%	26%	46%	56%	30%	42%
3	56%	62%	48%	41%	53%	56%	48%	32%	53%	67%	30%	36%
4	45%	40%	52%	32%	44%	40%	48%	23%	56%	57%	55%	41%
5	50%	52%	48%	46%	42%	35%	48%	27%	53%	58%	48%	46%
6	57%	50%	66%	48%	54%	50%	59%	48%	57%	66%	47%	58%

Pupil Attainment – July 2026

	Reading				Writing				Mathematics			
Year	Overall	Boys	Girls	PP	Overall	Boys	Girls	PP	Overall	Boys	Girls	PP
FS2	62%	58%	66%	53%	60%	62%	59%	53%	79%	77%	81%	65%
1	62%	58%	67%	64%	58%	52%	67%	59%	70%	70%	70%	64%
2	55%	41%	75%	27%	43%	32%	58%	32%	59%	62%	54%	41%
3	58%	62%	52%	52%	51%	50%	52%	38%	55%	64%	40%	38%
4	55%	58%	50%	44%	61%	58%	63%	48%	68%	69%	67%	56%
5	55%	55%	55%	52%	53%	48%	58%	42%	71%	77%	65%	65%
6	76%	74%	78%	71%	80%	82%	78%	80%	82%	90%	72%	83%

Improvement Priority 1		Curriculum Development and Organisation in Reading and Writing	
The priority to redesign the reading and writing curriculum directly addresses the school’s key improvement priorities and OFSTED feedback. The inspection highlighted inconsistencies in curriculum clarity, sequencing, and knowledge retention, especially in ensuring pupils build on prior learning and address gaps. The focus on reading and writing reflects a core area for raising achievement and engagement.			
	2025/2026	2026/2027	2027/2028
Actions	Conduct a comprehensive audit of current reading and writing curriculum.	Monitor teaching consistency and curriculum coverage through lesson observations and work scrutiny.	Review curriculum impact through analysis of pupil outcomes, knowledge retention, and progress data.
	Redesign the reading and writing curriculum to clearly sequence knowledge and skills.	Provide ongoing professional development focused on modelling, scaffolding, and differentiation to meet diverse needs including SEND.	Adjust curriculum content and sequencing as needed to close remaining gaps.
	Engage subject leaders and teachers in professional development focused on curriculum design and knowledge retention.	Begin systematic tracking of knowledge retention and pupil progress in reading and writing.	Share best practice and celebrate successes to embed a culture of high expectations.
	Develop curriculum maps specifying key knowledge and skills for each year group. EYFS not yet complete		Plan for sustainability by training new staff and updating curriculum documentation.
Success Criteria	Clear, coherent reading and writing curriculum maps are in place.	Full implementation of the redesigned curriculum in all classes.	Demonstrable improvement in pupil outcomes and sustained knowledge retention.
	Teachers demonstrate increased confidence in curriculum delivery and adaptive teaching.	Improved consistency in teaching quality and curriculum coverage.	Curriculum adjustments reflect data-informed decisions.
	Formative assessments are regularly used to identify and address learning gaps.	Evidence of pupils building on prior knowledge and reduced learning gaps.	Reading and writing skills are reinforced across subjects.
	Subject leaders actively monitor and support curriculum implementation.	Increased pupil progress and attainment in reading and writing.	Staff demonstrate ownership and leadership in curriculum delivery.
Impact	By the end of the first year, the school will have a well-defined, sequenced reading and writing curriculum, with staff beginning to use formative assessment to tailor teaching. Subject leaders will be equipped to guide and monitor curriculum delivery.	The redesigned curriculum will be fully embedded across the school, leading to more consistent teaching and better knowledge retention. Pupils will make stronger progress in reading and writing, supported by adaptive teaching that meets diverse needs.	The school will see sustained improvements in reading and writing outcomes, with pupils demonstrating deeper knowledge and skills retention. The curriculum will be refined and embedded as a core strength, supporting lifelong learning and readiness for secondary education.

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 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.			
	2025/2026	2026/2027	2027/2028
Actions	Evaluate the impact of assessment strategies on pupil learning.	Review and refine the assessment framework based on feedback.	Ensure all subject leaders confidently use assessment data to evaluate curriculum impact.
	Conduct training sessions focusing on identifying and addressing misconceptions.	Adjust the curriculum based on assessment data.	Evaluate the effectiveness of assessment processes on progress and knowledge retention.
	Introduce peer assessment practices among pupils.	Share best practices in assessment with staff and stakeholders.	Use assessment outcomes to inform whole school improvement and professional development plans.
Success Criteria	Feedback indicates that teachers feel supported in addressing misconceptions.	Evidence of improved pupil outcomes in assessments.	Assessment processes are embedded and sustainable.
	The curriculum reflects adjustments based on assessment data.	Peer assessment is being used routinely in lessons.	Subject leaders use assessment to monitor curriculum impact effectively.
	Assessment data shows a reduction in gaps in knowledge.	Staff share successful assessment practices, fostering a culture of continuous improvement.	Whole school improvement plans informed by robust data.
Impact	Building 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.	In the second 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. We anticipate a marked improvement in pupil outcomes, with staff actively sharing best practices.	Assessment will be a fully integrated and a sustainable element of the school's culture, underpinning curriculum delivery and pupil progress monitoring. The school will have strong evidence of improved knowledge retention and achievement, with assessment data systematically informing strategic planning and professional development.

Improvement Priority 3		Effectively Manage Behaviour and Low-Level Disruption	
The priority to effectively manage behaviour and low-level disruption will build on last year’s developments, ensuring that all staff are equipped to uphold high behavioural expectations, thereby improving the learning environment and pupil outcomes in line with the school’s vision of inclusivity, high standards, and preparing pupils as responsible, well-rounded individuals.			
	2025/2026	2026/2027	2027/2028
Actions	Review and refine the behaviour policy to clarify expectations and consequences, incorporating staff and pupil feedback.	Implement school-wide consistent behaviour management strategies informed by Year 1 data.	Fully embed a whole-school behaviour culture with consistent application by all staff.
	Deliver whole-staff training on proactive behaviour management techniques and restorative approaches.	Provide ongoing coaching and professional development for all staff focused on adaptive behaviour management.	Continue monitoring and refinement of behaviour strategies using robust data.
	Develop and embed systems for regular behaviour data analysis to identify trends and inform targeted interventions.	Identify common triggers for low-level disruption through data collection and staff consultation.	Ensure all new staff receive comprehensive behaviour management induction.
	Establish a Behaviour Leadership Team to monitor behaviour data and support staff.	Review and adjust pre-emptive strategies based on feedback and outcomes.	Celebrate improvements in behaviour and highlight success stories to pupils and community.
	Communicate behaviour expectations clearly to pupils and parents.	Share best practice across year groups and phases.	Evaluate impact on pupil learning, engagement, and well-being. Plan for sustained leadership and governance oversight of behaviour management.
Success Criteria	Behaviour policy is clear, accessible, and consistently applied.	Consistent behaviour management across the school evident in lesson observations and pupil feedback.	Behaviour culture is embedded and sustained across all classrooms.
	All staff report increased confidence in managing behaviour.	Behaviour data shows downward trend in disruptions and exclusions.	Behaviour data demonstrates maintained or further reduced disruption.
	Reduction in incidents of low-level disruption in classrooms.	Staff engage regularly in professional development and coaching.	Leadership and governors regularly review and support behaviour management.
	Behaviour Leadership Team established and active.	Pre-emptive strategies refined and embedded.	New staff inducted effectively into behaviour expectations.
Impact	Staff will have a clearer, shared understanding of behaviour expectations and increased confidence in managing behaviour proactively. Early identification and pre-emptive strategies will begin to reduce low-level disruption. Behaviour leadership structures will provide focused oversight.	The school will see more consistent application of behaviour strategies, supported by ongoing professional development. Pupil voice and staff collaboration will strengthen the behaviour culture, reducing interruptions to learning and improving classroom engagement.	A fully embedded behaviour culture will underpin high standards of conduct, supporting pupils to thrive academically and personally. Sustained leadership and governance oversight will ensure continuous improvement, recognising behavioural progress as integral to the school's vision and success.

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.			
	2025/2026	2026/2027	2027/2028
Actions	Evaluate the effectiveness of the leadership framework and make adjustments as necessary.	Review the impact of leadership changes on pupil outcomes.	Leaders embed a culture of continuous professional development and reflective practice.
	Implement peer mentoring for wider leadership team.	Continue to support and develop leadership capacity within the staff.	Leaders demonstrate impact of strategies on pupil outcomes and behaviour through robust evaluation.
	Facilitate regular leadership meetings to share best practices.	Celebrate and recognise leadership achievements within the school community.	Governance maintains strategic oversight and challenges leaders to sustain high standards.
Success Criteria	Evidence of improved collaboration among staff.	Measurable improvements in pupil outcomes linked to leadership initiatives.	Leadership is embedded at all levels and sustainable.
	Increased confidence in leadership roles as reported in staff surveys.	A culture of leadership recognised and valued by the school community.	Teaching quality and pupil outcomes improve consistently across subjects.
	Increase and develop leadership capacity across the school.	Documented changes in practice due to shared best practices.	Governors provide strong strategic challenge and support.
Impact	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.	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.	Leadership is fully embedded and sustainable, driving continuous school improvement. Subject leaders lead curriculum development with clear impact on pupil knowledge retention and achievement. Behaviour expectations are consistently upheld, creating a positive learning climate. Governors maintain strategic oversight, ensuring the school's vision and values are realised, and pupils are well-prepared for future success.