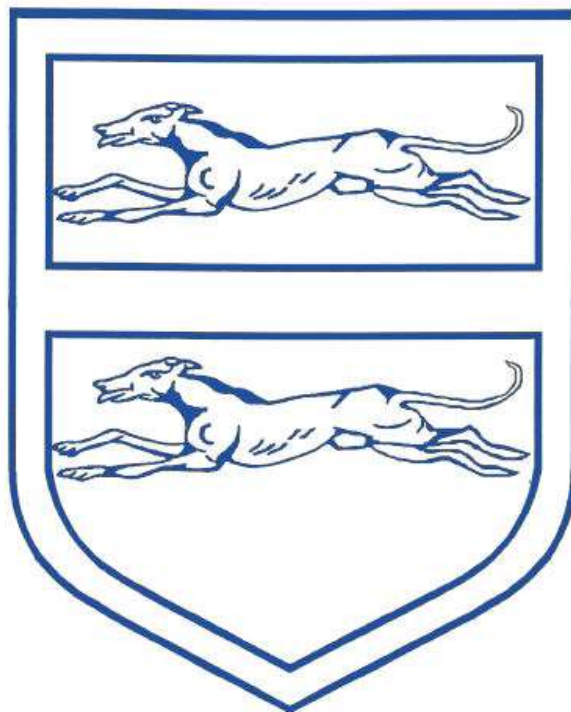


Greswold Primary



School

**School Improvement Plan
2025-2026**

Section 1

1.1 Our Vision

To provide an inclusive learning community where every child really does matter.

1.2 The Aims of Our School

- To provide a high standard of education in a stimulating, varied environment in which children can learn effectively.
- To create a caring atmosphere in which children are taught good citizenship, are happy and encouraged to act independently and foster self-discipline.
- To encourage the children to co-operate with, understand and care for others from all backgrounds and abilities; thus children are guided into responsibility not only for their own development but also that of the whole school family.
- To ensure that every child, whatever their ability, has the right and opportunity to attend our school with appropriate resources and support wherever possible, and to have access to a broad and balanced curriculum.
- To create, maintain and develop a physical and emotional atmosphere where children are stimulated to develop powers of observation and lively enquiring minds.
- To develop an understanding of decision-making and the need for rules, maintaining a continuous effort to improve standards for the general good and success of all.

Section 2

2.1 Context

At the heart of our School Improvement Plan is a commitment to ensuring that every member of our community can belong, achieve, and thrive. We believe that strong foundations in teaching, learning, and wellbeing create the conditions for success for all pupils and staff. Our vision is underpinned by our values of BRICKS (belonging, respect, independence, curiosity, kindness, and success). These principles guide our actions and shape the culture of our school, ensuring that every individual feels valued and supported.

We are dedicated to inclusion and to breaking down barriers that may hinder progress. This means prioritising wellbeing, guaranteeing equitable access to the curriculum, and designing an inclusive curriculum that reflects diversity and promotes a sense of belonging for all learners.

Through this plan, we aim to create an environment where diversity is celebrated, opportunities are accessible, and every child is empowered to reach their full potential. Together, we will build a school community that thrives on respect, curiosity, and kindness—where success is shared and sustained.

Greswold Primary School is a popular school which prides itself on its caring family atmosphere. Children often start their time at Greswold in our Nursery which currently caters for up to 60 children in either morning or afternoon or full day sessions. Our Governor-run wrap around facility, Greswold Greyhounds, also offers popular additional child-care provision for parents. Together with the three Reception classes, this makes up our Foundation Key Stage (FKS). Our standard admission number is ninety, with a maximum of thirty children in a class. There are approximately 676 on roll with a lower than national % of disadvantaged pupils (17%). 62% of pupils are from minority ethnic groups and 27% have English as an additional language, which is much higher than the national average. The school has 14% children classed as having a special educational need, but they do-not have an Educational Health Care Plan (EHCP) which is similar to the national figure. 4% of Greswold children have an EHCP.

2.2 Outcomes from Ofsted February 2023

The school is a good school because:

- Senior leaders have an ambitious vision for the school.
- Leaders strive for a curriculum that is ambitious, well sequenced and includes many opportunities to enrich pupil's day-to-day experiences.
- Pupils find their learning exciting.
- There has been considerable work by the school to develop the curriculum and subject leaders are well supported by the senior leadership team.
- Teachers have a good understanding of the subjects they teach.
- There is a structured approach to reading across the school and as a result children love to read with older children able to talk about their favourite books with understanding and pleasure.
- Daily phonics sessions help children in early years to learn their sounds quickly.
- Leaders are ambitious for the high number of pupils with SEND at the school.
- Everyone knows what makes each pupil 'tick' and how best to support them in their learning and as a result of this, SEND pupils participate fully in learning and make at least good progress.
- Pupils feel valued and cared for,
- The arrangements for safeguarding are effective. Staff know their pupils very well and are quick to pick up on any concerns.

Next steps were identified as:

- Senior leaders should ensure that all subject leaders receive the necessary support and development they need to lead their subject

- Curriculum end-points are not clear in some subjects/ this means that it is not as clear to staff what pupils must know by the time they finish the topic.

2.4 Attendance and behaviour

Pupils' behaviour at our school is very good; however, due to our high expectations, we continue to strive for excellence. Attendance is good and is above national average. All absence and pupils arriving late are carefully tracked and a small group of pupils are monitored by the school team.

2.3 Attainment in summer 2025

EYFS

73% of our Reception children achieved a good level of development (GLD) compared to 70% for all Solihull Schools and 68% nationally.

Phonics

86% of our Year 1 pupils achieved the expected standard in the Year 1 Phonics Screening Check compared to 84% for all Solihull Schools and 80% nationally.

Year 6 Attainment

Achieving or exceeding the expected standard	Greswold	All Solihull schools	National
Reading	84% (82)	80% (78)	75% (74)
Writing	73% (80)	73% (75)	72% (72)
Maths	80% (83)	79% (76)	74% (73)
Grammar, Spelling and Punctuation	82% (84)	78% (76)	73% (72)
Reading, Writing and Maths*	67% (72)	66% (64)	62% (61)
Science	76% (88)	Not known	Not known

	Pupils achieving high level of attainment at Greswold	Greswold's average scaled score
Reading	54% (42)	109 (106)
Writing	9% (14)	Unable to calculate
Maths	43% (40)	107 (104)
Grammar, Spelling and Punctuation	53% (44)	109 (107)
Reading and Writing and Maths **	Not yet known(12)	Unable to calculate

2024 attainment in brackets for comparison purposes

Priority 1: Initiate increased staff and pupil independence to achieve more even in times of uncertainty.

Value: Independence

Success Criteria	Linked Actions	Target date	Lead Person	Monitoring
Staff wellbeing and professional independence remains a priority and the next staff survey indicates an increase (from 75%) that staff know the systems, practice and policy in place at Greswold which supports their mental wellbeing.	- Ensure school systems are accessible, manageable and effectively utilised, e.g. MTPs, STPs, planning folders, communication, assemblies, CPD, etc. - Update and maintain information for classes to support smooth transitions e.g. supply, change of staff (maternity), reports, end of year. - Review SEND paperwork systems to reduce workload.	Termly	KS	Gov: Personnel

	- Be innovative and flexible in creating opportunities within each year group/phase to support one another at critical points in the term.			
GLD in Reception exceeds 75% by July 2026, and strong foundations are secured through a progressive EYFS curriculum which best prepares pupils for their next stage of learning.	- Continue to develop a bespoke, progressive curriculum based on key texts, which priorities interactions in a language-rich environment. - Ensure the curriculum clearly maps out skills progression and end points throughout EYFS based on statements from Birth to 5 Matters. - Embed best practice from new writing framework. - Facilitate opportunities to increase independence through a range of approaches e.g. enhancements, environment.	Half termly	AW	Gov: C&I
Writing attainment improves by 10% across all year groups, with the aim of being in line with national data.	- Embed handwriting scheme consistently. - Embed key principles of new writing framework. - Review current curriculum offer against updated writing framework instigating initial audit and devising an action plan. - Review and refine approaches for transcription skills in EYFS and KS1. - Define 'independent writing' expectations and share with staff. - Use moderation, standardisation and table moderators to refine approaches to evidence gathering in writing. - Address gap between SPAG and writing at end of KS2 through review of applying grammar knowledge to independent writing. - Class teachers to invite subject leaders and SLT to observe and advise on pupil progress and CPD needs.	VN and English team	Termly	Gov: C&I
Science outcomes show improved attainment to be consistently in line with or above national expectations	- CPD builds staff confidence to accurately assess pupils, particularly AT1. - Embed new science assessment approaches.	TF and RP	Termly	Gov: C&I

and pupils demonstrate independent use of enquiry skills.	- Map subject progression clearly, defining routes to end points. - Teach pupils to make effective use of knowledge organisers. - Embed independence through enquiry-based learning.			
At least 85% of pupils (via pupil voice and observation) can explain and use strategies such as 'What to do when stuck' and metacognitive prompts.	- Develop a toolkit of strategies that pupils can apply when they're stuck and which helps to build resilience. - Revisit wish lists for independence to identify common strategies across year groups. - Staff CPD on metacognitive strategies to support independence. - Maintain focus on independence through adaptive teaching e.g. AfL, success criteria, metacognition. - Undertake monitoring of adaptive approaches. - Ensure knowledge organisers are completed for every subject. - Reduce low-level disruption by promoting self-awareness, regulation and a positive attitude towards learning.	Half termly	SLT	Gov: C&I
Pupil feedback indicates increased independence and enjoyment at lunchtime through pupil-led activities.	- Introduce whole-school systems for lunchtime engagement. - Review lunchtime systems to explore opportunities for wider mixing across and within key stages. - Reintroduce Star Pupil certificates. - Review and update lunchtime charters. - Promote pupil choices through facilitating a range of lunchtime activities to build independence. - Use Active60 register to identify pupils who require physical activity intervention. - Implement actions from behaviour analysis at unstructured parts of the day.	By July 2026	KS	Gov: Full Board

	- Pupil voice in January 2026 and repeated in July 2026 increased independence			
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Priority 2: Build on our strong foundations of BRICKS and inclusive approaches to secure belonging.

Value: Belonging

Refined Success Criteria	Linked Actions	Target date	Lead Person	Monitoring
CPD opportunities are flexible, relevant, and contribute positively to wellbeing and professional growth. The percentage of staff reporting that they talk openly about their mental wellbeing remains high (86%).	- Implement second year of coaching focused on Teaching & Learning and action research. - Introduce flexible CPD formats (e.g., online modules, twilight sessions) and clarify expectations. - Provide tailored CPD for support staff.	Half termly	MH	Gov: Personnel
Subject leaders and SLT demonstrate consistent articulation of curriculum intent and impact during joint monitoring activities.	- Operate within subject leadership teams to prioritise development areas. - Organise joint Learning Walks for Subject Leaders and SLT to ensure shared understanding of curriculum provision.	Half termly	MH	Gov: C&I
All stakeholders have shared ownership and vision of how we move forward as a school based on our values of BRICKS.	- Revisit the 5 year plan and vision. - Timeline of actions by end of January 2026 - Draft SEF by end of February 2026 - Draft vision by Easter 2026	From Jan 2026	KS and AW	Gov: Finance
Provision for nursery-age children is high quality and meets the needs of parents/carers. Greswold's provision for nursery-age children retains the dual qualities of offering high quality school nursery and high-quality childcare provisions.	- Explore change to school age range to create flexibility and innovation in provision.	Complete by March 2026	KS and AW	Gov: Finance
Parent community are aware of new Solihull RE syllabus and how it's implemented at Greswold.	- Launch new RE syllabus through newsletters, workshops, and showcase events.	Termly	MH	Gov: C&I

Our dynamic curriculum offer is inclusive, diverse and shows clear progression towards end points.	- Measure impact of curriculum and adapt where necessary. - Undertake planning scrutiny of MTPs/STPs. - Develop adaptive teaching in practical foundation subjects. - Source training on new DfE curriculum changes. - Review Jigsaw for relevance to modern society and our pupils. - Embed strategies for managing cognitive load for pupils and staff. - Ensure school systems are accessible, manageable and effectively utilised	Half termly	SLT	Gov: C&I
Greswold's attendance is at least in line with national.	- Identify and reduce individual barriers to attendance. - Reintroduce attendance display. - Communicate attendance rates regularly via Latest News.	Half termly	AW	Gov: C&I
By July 2026, classroom observations and pupil data show that UDL principles are embedded, reducing individualised interventions and increasing inclusion.	- Promote inclusive practices over individualised approaches. - Enable EHCP pupils to increase time spent in class (except 2E funded cases). - Create a bank of resources to be used in class to support pupils at a level that matches their need. - Provide alternative curriculum pathways where needed. - Ensure that where children are accessing an alternative curriculum that this is clearly mapped out with progression and end points based on an assess, plan, do, review approach. - Embed strategies for metacognition. - Address the impact of uncertainty on all stakeholders so they know more about how they can best support themselves and others.	Half termly	AW	Gov: C&I

Priority 3: Create opportunities within the curriculum and beyond to enable our pupils to thrive as confident learners.

Value: Curiosity

Success Criteria	Linked Actions	Target date	Lead Person	Monitoring
Through precise development, the majority of staff feel valued and empowered to innovate and positively impact pupil curiosity and engagement.	- Develop time management strategies for subject leadership roles. - Use coaching and collaborative SL teams to share best practice. - Organise lesson observations for subject leaders. - Identify CPD cycles for all staff that promote ownership and leadership.	Termly	MH	Govs: Personnel
By July 2026, leaders confidently articulate curriculum intent and impact during monitoring and external reviews, evidenced through joint learning walks and governor feedback. *	- Disseminate new Ofsted framework to governors, staff, and subject leaders. - Organise joint Learning Walks for Subject Leaders and SLT to ensure shared understanding.	Termly		Govs: C&I
By July 2026, evidence demonstrates EYFS provision is moving from strong standard to exceptional. *	- Define Greswold's approach to EYFS. - Devise and implement a bespoke CPD map for EYFS. - Monitoring focuses on evidence of curiosity-driven learning environments. - Implement best practice as recommended by the new writing framework. - Implement approaches which enable the shift towards a more structured approach to play-based learning towards the end of the year in preparation for Y1.	Termly	AW	Govs: C&I
Using the National Year of Reading 2026 as a focus, pupils are visibly more engaged in reading and literature. *	- Monitor and review reading offer impact (AR, Reading Spines, Home Readers, Reward cards, library choices). - Replenish classroom libraries with texts enabling pupils to identify themselves within school	From Jan 2026	English Team	Govs: C&I

	whilst also supplementing curriculum understanding. - Promote 'Reading not scrolling' initiative. - Increase phonics screening pass rate to 90%. - Introduce Reading Buddies. - Communicate reading strategies to parents via videos, website, and workshops.			
Pupils demonstrate improved speaking and listening skills, evidenced through Voice21 benchmarks and classroom observations.	- Explore Voice21 strategies and embed oracy across the curriculum.	From Jan 2026	AW	Govs: C&I
By July 2026, pupils demonstrate improved retention of learning (e.g. via low-stakes quizzes and work scrutiny), supported by real-life contexts and complete knowledge organisers for all subjects. *	- Continue enhancements that motivate and contextualise learning. - Complete Knowledge Organisers for all remaining subjects.	Termly	MH	Govs: C&I
By July 2026, maths outcomes for girls in UKS2 are in line with national averages, evidenced through end-of-year assessments.	- Identify Y5/6 pupils needing support and implement targeted interventions. - Subject Leaders provide guidance and mentoring.	Half termly	JG	Govs: C&I
The Geography curriculum is robust and progressive. Pupils' achievement is in line with end points	- Review and amend Geography curriculum to ensure progression of skills and knowledge. - Staff ensure there is a clear balance between curriculum time for History and Geography. - Implement inclusive teaching strategies. - Pupils talk confidently about themselves as geographers.	Termly	MH	Govs: C&I

*As evidenced by monitoring by SLT from each individual class/year group starting point.

