



Maritime
Academy
Trust



Greenwich South Hub

Hub Senior Leadership Team

Executive Headteacher
Joanne Wilkinson-Tabi



**Ebbfleet Green
Head of School**
Joshua Croucher



Strategic SEND Lead
Ruth Ottley



Teaching and Learning Leads
Lauren Grant and Eliz Hughes



Resource Provision Lead
Kelley Samuel



**Greenacres
Head of School**
Sarah Rose



**Brooklands
Co-Heads of School**
Emily McGrath and Sarah Armstrong



Hub Year Group Leads

Reception: Ellie Benfield (Greenacres)



Year 1: Annie Childs (Greenacres)



Year 2: Sophie Lisi (Greenacres)



Year 3: Shayma Allen (Greenacres)



Year 4: Abiodun Alliowe (Ebbfleet Green)



Year 5: Katie Foarde (Ebbfleet Green)



Year 6: Paige Hall (Brooklands)



Brooklands' Teacher Leaders



Sally Lovett
Caroline Gan
Jacob Boulton
Paige Hall



Ebbfleet Green's Teacher Leaders



Liz Morgan
Katie Foard
Georgia Young
Vicki Kwamin
Nicola Hilliard
Mia Franklyn



Greenacres' Teacher Leaders



Kev Dearing
Shayma Aden
Ellie Benfield
Sophie Lisi



Priorities

To maintain whole school attendance and decrease persistent absence for school identified children including FSM children.

To continue to improve the attainment and progress of all groups of children in reading and phonics with a particular focus on SEND.

To increase the number of children attaining at greater depth.

To maintain whole school attendance and decrease persistent absence for school identified children including FSM children.

Daily Morning Routines and Doorway Welcomes

- Daily warm teacher greetings at the classroom door to foster immediate connection.
- Zones of Regulation self-registration routines to help children express emotional readiness.
- Calm Nest established in classrooms to provide a safe space for emotional regulation.

Targeted Pastoral and Relational Interventions

- ELSA (Emotional Literacy Support Assistant) interventions for vulnerable pupils.
- Dedicated Home Visits conducted to support families facing attendance barriers.
- Active involvement of the Community Ambassador to connect families with school support.

Celebrations, Rewards and Communication

- Weekly attendance celebration assemblies highlighting top-attending classes.
- Half-termly 100% attendance stickers awarded to pupils.
- Dedicated attendance celebration features in the school newsletter.
- Real-time parent updates via StudyBugs alerts and formal progress letters regarding 95% attendance thresholds.

Community Engagement & Whole-School Culture

- Welcoming community events including Coffee Mornings, Kids Cafe, Big Outcomes, and the Community Kitchen.
- House team point systems and rewards driving team spirit and regular school participation.
- Engaging start-of-term and end-of-term theme days paired with specialist facility access (Food tech Room, Music Room, MUGA, and yearly swimming).
- Home - visit programme

To continue to improve the attainment and progress of all groups of children in reading and phonics with a particular focus on SEND.

Rigorous phonic lessons taught across the school at 8.45 and in KS1

Keep up and catch up sessions throughout the day

Quality interactions in EYFS throughout the day

Daily phonic interventions in KS2 for targeted children

Daily Little Wandle practice reading sessions for children in KS2 who lack foundational skills

Termly pupil progress meetings to identify children falling behind and planned actions

Year 3 fluency practice reading sessions daily at 8.45

Year 2 fluency practice reading sessions daily at 8.45

Children changing their banded book daily 8.30 - 9.00

Children all reading books at the correct level 'let me read this book to you'

Beautiful reading corners in EYFS and KS1

Every classroom has a carefully curated reading area of high quality texts that reflects a wide range of authors, genres, cultures and voices.

EYFS/KS1 - story chests which contain a carefully selected set of stories which enable the children to build familiarity and understanding.

KS2 - 100 books display a collection of 100 high quality books that children will have read by the time they leave in Year 6.

Whole school collective cuddle at 3.00

Carefully planned reading assemblies on Tuesdays

Library in school visit

To increase the number of children attaining at greater depth.

Advance Writing Conferencing &

Extension: Implement targeted Greater Depth writing frameworks focusing on deliberate vocabulary choice, varied sentence structures, and precise control of tone/register.

Deepening Mathematical Reasoning:

Integrate daily low-threshold, high-ceiling mathematical problem-solving tasks (e.g., NRICH, White Rose Depth tasks) to push fluent pupils beyond procedural competency into multi-step reasoning.

Metacognition & Self-Regulation Train pupils on meta-cognitive reflection, self-editing, and evaluating their own work against exemplar Greater Depth benchmarks.

"Greater Depth Potential" Tracking Establish a dedicated GD/Higher Standard tracking group in MIS from Year 3 to Year 6. Conduct half-termly reviews of progress.

Building on Early Key Stage Strengths

Capitalise on strong Year 4 MTC (Multiplication Tables Check) and Year 1 Phonics results to ensure high prior attainers are challenged immediately in Year 5 and Year 6.

Rapid Onboarding Assessments

Given low pupil stability rates, implement rapid prior-attainment screening for all mid-term joiners in Y3–Y6.

Targeted Disadvantaged Stretch

Ensure PPG/FSM6 pupils showing GD potential receive targeted resources, mentoring, and extension opportunities.

Achieve Early Years' Quality Standard

We will continue to roll out specialised staff training and adapt learning environments across all hub schools, following recommendations.

We will continue to foster welcoming, inclusive classrooms with high quality provision lending itself to high quality talk and interactions.



GREENWICH SOUTH HUB

Our Behaviour Curriculum

How we teach behaviour in school

Information for parents and carers



Ready

I am ready to learn



Respectful

Other people matter



Safe

I keep myself and others safe

Why do we teach behaviour?

We don't assume children arrive knowing how to meet every expectation. So we teach it.



Just as we wouldn't expect a child to read without phonics teaching, we can't expect them to behave without explicit teaching.



A subject in its own right

Behaviour is planned, taught, practised and revisited across the year, just like reading or maths.



No guesswork

Clear teaching means every child knows what is expected, so success is open to everyone, whatever their starting point.



More support where it's needed

As in any subject, some children need more scaffolding, support and repetition than others.



Our three school rules

Everything we teach comes back to these, using the same words in every classroom across our schools.



Ready!

I am ready to learn



I listen carefully



I try my best



I sit and settle quickly



I get the things I need for my learning



Respectful!

Other people matter: I treat them how I want to be treated



I use kind words



I share and take turns



I look after our school



I listen to others



Safe!

I keep myself and others safe



I walk calmly



Kind hands and feet



I follow adult instructions



I tell an adult

Lived, not just taught

Behaviour isn't a once-a-week lesson. It's a golden thread running through the whole school day.



Consistency everywhere

From moving between lessons to the dining hall, expectations are reinforced all the time. Staff use shared scripts and refer back to our three rules.



Modelling and practice

Staff model the behaviour we expect and coach children in the moment, so they can practise skills in real situations.



Proactive, not reactive

Threading behaviour through the day moves us away from simply reacting to “discipline” and towards a culture of excellence.

THE IMPACT

A calm, predictable and safe environment that reduces anxiety and frees children to focus on learning, and equips them with the character and social skills to thrive in school and beyond.

A year of learning

Each term focuses on one of our golden rules



AUTUMN

Being Ready

What do we need to be ready for, and how do we show it?

- Classroom routines
- Communal spaces
- Magnificent manners
- Playground and fire safety
- Presentation in books



SPRING

Showing Respect

What is respect, and how do we show it to ourselves and others?

- What respect means and why it matters
- Respecting our environment
- Respecting ourselves
- Respecting peers and adults



SUMMER

Keeping Safe

How do we keep everyone safe at school?

- Safe classrooms and corridors
- Using the toilets properly
- Knowing our safe adults
- Safe play and resolving arguments



All year: Zones of Regulation, the calm space, and revisiting routines whenever they are needed

Understanding feelings: Zones of Regulation

Taught from the first week and revisited all year

Blue zone

Sad, tired, bored or unwell

Green zone

Calm, focused and ready to learn

Yellow zone

Worried, frustrated, silly or over-excited

Red zone

Very angry, scared or out of control

All zones are OK to be in. What matters is noticing how we feel and knowing what helps.



Spotting triggers and body signals

e.g. worry can feel like a tummy ache



A class toolkit of strategies

some, like deep breathing, work anywhere



A calm space in every classroom

children learn what it's for and how to use it

When things go wrong

Mistakes are part of learning. Our response is calm, fair and focused on putting things right.



We address the behaviour, never the child.

No child should come to see themselves as “the naughty one”. Behaviour is something we can all learn to control.



Calm and private

Quiet reminders only the child can hear. Staff stay regulated, protecting the child's dignity.



Fair and proportionate

Consistent consequences, in line with our behaviour and relationships policy.



Putting things right

A restorative conversation helps children see other viewpoints and repair relationships.



A fresh start

Once it's dealt with, it's finished. Every lesson is a new chance to make good choices.

PARENT & CARER INFORMATION SESSION

Our Autism Accreditation Journey

National Autistic Society Autism Inclusion Award
and Autism Specialist Award for The Woodlands

Ebbsfleet Green Primary School

Why are we doing this?

We want every child at our school to feel understood, safe and able to thrive — and we want an independent expert to help us check how well we are doing.



Every child belongs

Autistic children are part of every class, not only The Woodlands. Good autism practice is good practice for all.



Honest reflection

The process helps us see what we already do well and where we can grow, using national standards.



Keep improving

It is a journey, not a one-off test. The action plan we create will shape our work for years to come.

Two awards, one school



Autism Inclusion Award

Our whole mainstream school

- Designed for mainstream settings, from nursery to further education
- Based on the Autism Education Trust's standards for good autism practice
- Looks at how well every classroom understands and includes autistic pupils



Autism Specialist Award

The Woodlands (our SRP)

- Designed for specialist provision, including resource bases and units
- A more in-depth assessment of specialist autism practice
- Includes observation, documentation review and family surveys

What this means for every child

Better-trained staff who understand different ways of thinking, communicating and learning.

Calmer, clearer classrooms with visual timetables, predictable routines and quiet spaces.

A culture of understanding where difference is respected and celebrated.

More links between classes and The Woodlands, so all our children learn and play together.



*"What is essential for
some is good for all."*

A principle at the heart of inclusive
education

How you can be part of it



Complete surveys

Please share your honest views when we ask for feedback.



Tell us what works

You know your child best. Share strategies that help at home.



Join in

Come along to coffee mornings, workshops and parent forums.



Ask questions

Our door is always open. Talk to us at any stage.

INTRODUCING

Our School
Dog





Hi!



My name is Tallulah.

I am a Goldendoodle.

I am 5 Months old.



What are the Benefits of Animal Assisted Education?



Increased Happy Hormones



Lowers Blood Pressure



Increased Physical Activity



Nurtures Social Skills



Boosts Academic Progress



Teaches Empathy



Reduced Stress Hormones



Improved Emotional Understanding

We are taking part in the PAWS Schools Programme!

The focus of this course is on:

- school dog handling
- school dog training skills
- dog body language
- dog law and legislation
- canine first aid
- intervention techniques and strategies

We will be assessed on our theory understanding and complete an in-person practical assessment. This enables PAWS to check our understanding of AAE, law and dog communication skills. As well as observe the handling skills and welfare of the dog.

