

## School Improvement Plan - Kates Hill Primary School - 2025-26

School Context					
<b>Number on roll:</b> 450 children	<b>PP:</b> 182 children (40.44%)	<b>EHCP (e code):</b> 15 children (3.3%)	<b>SEND support (k code):</b> 89 children (13.11%)	<b>EAL:</b> 184 children (40.8%)	<b>LAC:</b> 0
<p>Kates Hill Primary School is an average sized Primary School near to the centre of Dudley on the Kates Hill estate. The school is part of Dudley Academies Trust. Kates Hill Primary School is a very diverse school with a large number of EAL children. Our school is in an area of deprivation, according to the Income Deprivation affecting Children Index (IDACI); we fall into the first quartile. Kates Hill Primary School serves a diverse community with families from around 30 different ethnic groups with many who do not have English as their first language. Pakistani is the largest ethnic group and White British is the next largest group. There is a lot of movement in the area, so pupil numbers are regularly changing.</p>					
<p><b>Most recent Ofsted grade:</b> Good</p> <p><b>Key Ofsted actions from last report (March 2022):</b></p> <ul style="list-style-type: none"> <li>In some subjects, including science, geography and history, staff overcomplicate lessons by bringing in extra, and unnecessary, information. This is not helpful and distracts staff and pupils from the essential knowledge that pupils need to learn and remember. Leaders should revisit curriculum guidance to make sure that it supports staff to cover the right things with sufficient focus and depth.</li> <li>Occasionally, staff assume pupils know something when they do not. This means that they press on with activities when pupils do not have all the knowledge, they need to manage tasks or new learning as well as they might. Leaders and staff should sharpen up their checks on what pupils need to know to make sense of new learning.</li> </ul>					

Pupil Numbers									
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
<b>Pupils</b>	45	55	59	59	59	62	57	54	450
<b>Boys</b>	23	36	31	30	27	25	35	26	233
<b>Girls</b>	22	19	28	29	32	27	22	28	207
<b>PP</b>	0	11	27	25	23	33	37	31	187
<b>SEND</b>	6	21	15	12	8	17	14	11	104

### Spring 1

**Key to names and initials**

<b>Initials</b>	<b>Staff Member</b>	<b>Role</b>
LW	Louise Woodhouse	Headteacher
DP	Dave Pardoe	Deputy Headteacher, Curriculum Lead, Assessment Lead
LW <sub>a</sub>	Lee Waterfield	Assistant Headteacher and SENDco
RH	Rob Hinton	Assistant Headteacher, ECT Lead, Aspire Lead, LAC Lead
RB	Rachel Bloomer	Reception teacher, EYFS Lead and Early Reading Lead
BH	Becky Hall	Year 1 teacher, KSI Phase Leader, English Lead
CC	Courtney Crannage	Year 6 teacher, KS2 Phase Leader and Maths Lead
CB	Callum Bell	Personal Assistant to SLT and Attendance Lead
CP	Chloe Pickin	Pastoral, Safeguarding, Inclusion and Attendance Lead
SR	Sarah Rollason	Reception teacher and Music Ambassador
AH	Alex Hart	Year 4 teacher and ICT Ambassador
AS	Adeela Subhan	Year 3 teacher and PSHE & School Council Ambassador
FM	Fiona Mundy	Year 4 teacher and Healthy Eating Ambassador
GJ	Grant Joshua	PE Coach
SM	Sarah May	Year 5 teacher and MFL Ambassador
SR	Sarah Rollason	Reception teacher and Music Ambassador
ZM	Zoe Milward	Year 1 teacher and PE Ambassador

**Statutory Assessment Targets - TBC**

<b>EYFS</b>	A minimum of 60% (N. 72%) of children reaching a Good Level of Development (GLD) at the end of the EYFS.
<b>Year 1</b>	85% (N 82%) will pass the 2024 Phonics Screening Check (June 2025).
<b>Year 4</b>	85% who will pass the Screening Check with a score of 20+ (N.61%).
<b>KS2</b>	<p><b>KEY Stage Two Statutory Assessments:</b></p> <ul style="list-style-type: none"> <li>• Maths Expected 78% (N. 74%) Greater Depth 30% (N. 24%).</li> <li>• Reading Expected 78% (N.75%) Greater Depth 30% (N.24%).</li> <li>• Writing Expected 78% (N.72%) Greater Depth 20% (N.13%).</li> <li>• GPS Expected 78% (N.73%) Greater Depth 30% (N.34%).</li> <li>• Combined Expected 70% (N. 62%) Greater Depth 15% (N. 7%).</li> </ul>



I. Quality of Education							
Objective	Outcome/ Success Criteria	Time Scale	Lead	Evidence	Term 1	Term 2	Term 3
To improve attainment and progress across all core subjects, with a particular focus for disadvantaged learners and SEND learners.	<ul style="list-style-type: none"> <li>-Attainment is at least in line with national in all statutory assessments.</li> <li>-Regular PP and RAG meetings ensure attainment and progress is rigorously tracked by SLT.</li> <li>-The gap between DA learners and peers will decrease due to a targeted uplift being applied.</li> <li>-The gap between SEND learners and peers lessens.</li> </ul>	Ongoing	All	End of year outcomes			
<p>Develop progressive curriculum documentation and implement across the school for all wider curriculum subjects.</p> <p>Specifically:</p> <ul style="list-style-type: none"> <li>-Music</li> <li>-Computing</li> <li>-PE</li> <li>-MFL</li> </ul> <p>In planning the curriculum, a particular focus will be put in place to ensure disadvantaged learners are targeted to ensure that they have high aspirations.</p>	<ul style="list-style-type: none"> <li>-Consistent curriculum documentation: planning, progression maps, intents and assessment procedures are in place for all subjects.</li> <li>-Staff understand the curriculum intent for each subject</li> <li>-Lessons are routinely good or better and match the needs of all learners.</li> <li>-Within lessons key strategies will be used to ensure that the needs of DA learners are targeted and met.</li> </ul>	Autumn 2	DP RH BH SR AH ZM SM	Staff Voice Governor Visits Pupil Voice			
Raise the profile of reading for pleasure across the school, with a particular focus on encouraging a love of reading for disadvantaged pupils.	<ul style="list-style-type: none"> <li>-Reading is a clear focus of the school in all subjects</li> <li>-Children show a passion for reading.</li> <li>-Reading is talked about regularly and celebrated within school.</li> <li>-There is a proactive approach to ensure that pupils from a disadvantaged backgrounds are passionate about reading.</li> </ul>	Ongoing	BH	Pupil Voice Learning environments Parent voice			
Embed the Writing curriculum across the school, with a particular focus on ensuring writing lessons meet the needs of disadvantaged pupils.	<ul style="list-style-type: none"> <li>-All writing lessons are taught consistently across the school.</li> <li>-Writing lessons are good.</li> <li>-Staff feel confident in the delivery of Writing lessons.</li> </ul>	Ongoing	BH	Staff Voice Pupil Voice Monitoring - book looks and learning walks - BH			

	-There is a proactive approach to ensure that pupils from a disadvantaged backgrounds make good progress in writing.					
Develop the discrete teaching of SPaG skills across from year 1-6, with a particular focus on ensuring it meets the needs of disadvantaged pupils.	-SPaG it taught consistently across the school. -Staff feel confident in the delivery of SPaG lessons. -Improved SPaG outcomes at the end of year 6 particularly for those from disadvantaged backgrounds.	Ongoing	BH	Staff Voice Pupil Voice Monitoring - book looks and learning walks - BH		
Ensure that a clearly defined SEND offer is in place across the school for all SEND learners.	-Attainment and progress of SEND children is clearly tracked and improves when compared to 2025 outcomes. -Attainment and progress of disadvantaged SEND children is clearly tracked and improved when compared to 2025 outcomes. -Teaching staff understand the purpose of quality first teaching, ensuring that particular emphasis is played to disadvantaged pupils. -Training is provided for support staff across the school.	Ongoing	LWa	Staff Voice Pupil Voice Monitoring Governor Checks		
Implement tracking and assessment for SEND, to monitor progress and attainment.	-All staff have a clear understanding of how to assess and track the progress and attainment of SEND learners. -Attainment is at least in line with national in all statutory assessments, especially for children from a disadvantaged background. -Regular PP and RAG meetings ensure attainment and progress is rigorously tracked by SLT. -The gap between disadvantaged and SEND learners and peers lessens.	Ongoing	LWa	Staff Voice Pupil Voice Monitoring – book looks and learning walks – LWa, LWo, DP.		
To further develop your Aspire provision for meeting the SEMH (Social, Emotional, and Mental Health) needs of the children accessing it.	-Children’s SEMH needs are tracked and monitored using Motional. -Children benefit from the Hamish and Milo SEMH intervention. -Children make good progress from their starting points. -Fewer suspensions occur for the pupils that access the Aspire provision.	Ongoing	RH LWa	Parent Voice Staff Voice Pupil Voice		

Implementation and development of Oracy through all year groups and subjects, with a particular emphasis on the importance of good Oracy for disadvantaged pupils.	-Children have a passion for Oracy, particularly those children from a disadvantaged background. -Staff have a clear understanding of how to champion and develop oracy in their subjects, paying particular emphasis to how this is done for disadvantaged pupils. -Staff have a clear understanding of how to champion and develop oracy in their classrooms, ensuring that they are aware of how to do this for disadvantaged pupils.	Ongoing	BH RB CC GC	Staff Voice Pupil Voice Monitoring Trust monitoring			
Active involvement with The Master Collaboration Agreement	-Children benefit from the involvement of The Master Collaboration at the Education Exchange. -Staff benefit from the involvement of The Master Collaboration at the Education Exchange.	Ongoing	LWoDP	Staff Voice Pupil Voice Visits			
Embed and implement the RADY principles through all areas of the teaching and learning, ensuring that there is an emphasis on equity for all disadvantaged pupils.	-The RADY principles permeate throughout teaching and learning. -An uplift has been applied to the two chosen year groups, year 3 and 4 -Staff have a clear understanding of how to promote the RADY principle and promote equity for our disadvantaged pupils. -Proportional representation is applied for all disadvantage pupils, to ensure that they are at the heart of our school.	Ongoing	LWoAll	Monitoring Pupil Voice Staff Voice Inclusion Tracker			

## 2. Leadership & Management

Objective	Outcome/ Success Criteria	Time Scale	Lead	Evidence	Term 1	Term 2	Term 3
Develop the role of curriculum ambassadors.	-Curriculum leaders have a clear intent for their subject and know next steps. -Documentation is in place to support the intent and implementation of each subject. -Curriculum leaders work with SLT to ensure they are able to talk expertly about their subject and how it is delivered throughout the school. -All leaders have a clear and ambitious vision for providing high quality education to all pupils, especially those children from disadvantaged backgrounds.	Ongoing	LWo DP	Staff Voice Pupil Voice Monitoring – Book Looks and Learning Walks Governor Checks			

All leaders are considerate of staff well-being and ensure workload is manageable.	-Leaders to be continually aware and considerate of staff well-being to ensure workloads are manageable.	Ongoing	SLT	Staff Voice Governor Checks			
Improve the role of governors within school.	-Governors are regularly invited into school to see and experience school-life. -Governors are in school regularly. -Governor monitoring is effective and recorded appropriately.	Ongoing	All	Pupil Voie Staff Voice			
Rigorous monitoring to ensure that implementation is having an impact across the school.	-Well planned monitoring calendar in place for all subject leaders and ambassadors to follow. - Staff feel confident in the delivery of all subjects' lessons. -Disadvantaged pupil's books are regularly monitored in order to track their progress. -Staff ensure that bespoke feedback is given regarding the monitoring that has taken place of disadvantage pupils books/learning. -CPD in place for subject's staff feel less confident in delivering.	Ongoing	LWo All	Pupil Voice Staff Voice Monitoring – learning walks and book looks.			
A team that facilitates others to do their job to the best of their ability.	-Well planned monitoring calendar in place for all subject leaders and ambassadors to follow. -All subject ambassadors are supported by the curriculum leader to develop their subject. -Support is provided to enable all subject ambassadors can carry out learning walks and books looks. -Leaders to be continually aware and considerate of staff well-being to ensure workloads are manageable.	Ongoing	LWo DP All	Pupil Voie Staff Voice Monitoring – learning walks and book looks.			
Provide support and guidance for ECTs and Post ECTs (year 3/4s).	-All ECTs are enrolled on their ECT course. -Provide appropriate support and guidance year 1 and 2 ECTs. -ECT mentor – RH. -Enrol year 3 and 4 teachers on the Trust programme of study.	Ongoing	RH	Staff voice			

Continue to work on a digital transformation.	<ul style="list-style-type: none"> <li>-Work with the Director of Research and Innovation to implement and establish the use of Iris Connect within school.</li> <li>-Utilise opportunism as the Education Exchange regarding ICT development.</li> <li>-Continue to utilise the VR Headsets to provide virtual experiences.</li> <li>-Implement a VR Headset club.</li> </ul>	Ongoing	LWo DP	Iris Connect Visits			
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### 3. Personal Development

Objective	Outcome/ Success Criteria	Time Scale	Lead	Evidence	Term 1	Term 2	Term 3
Ensure Safeguarding training is regular and pertinent to the needs of staff and children.	<ul style="list-style-type: none"> <li>-Safeguarding training calendar is in place and followed/reviewed regularly.</li> <li>-Safeguarding is an agenda item on all staff meetings and SLT meetings.</li> <li>-The staffroom board is kept up to date with relevant and useful information for all staff to access.</li> </ul>	Ongoing	LWo CP PT All other DDSLs	Staff Voice Governor checks Staffroom board			
Improve the e-safety offer in school.	<ul style="list-style-type: none"> <li>-Review and audit the curriculum opportunities for teaching learners how to stay safe online.</li> <li>-Half termly E-Safety sessions are embedded into the ICT curriculum.</li> <li>-Ensure parents have a good understanding of how to keep their children safe online.</li> <li>-Ensure that parents of disadvantaged pupils are encouraged to develop their knowledge of strategies to keep their children safe online.</li> </ul>	Spring	LWo AH CP PT	Staff Voice Pupil Voice Parent Voice Governor Checks			
Continue to provide opportunities for parent workshops and meetings	<ul style="list-style-type: none"> <li>-All teaching staff to lead a parent workshop throughout the year – either knowledge or skills based.</li> <li>-A yearly plan of parent workshops and meetings is in place and shared with the community.</li> <li>-Parents of disadvantaged pupils receive bespoke invitations to events to encourage their attendance.</li> </ul>	Ongoing	All	Parent Voice Staff Voice Pupil Voice			
Opportunities for learner-led groups are plentiful, particularly for	<ul style="list-style-type: none"> <li>-Improve the impact of the school council.</li> <li>-Implement 'prefects' or lead learners in Y6, rather than head boy and head girl.</li> <li>-Improve the impact of the eco council in line with the Trust initiatives for sustainability.</li> </ul>	Autumn	AS SLT FM	Pupil Voice Parent Voice			

disadvantaged learners.	-Anti-Bullying Ambassadors scheme to be re-launched. -Within all learner-led groups disadvantaged pupils are overrepresented.						
Create a whole school ethos linked to pupil leadership.	-Develop house groups throughout the school. -Hold interschool competitions to develop a sense of belonging at Kates Hill. -Within pupil leadership disadvantaged pupils are overrepresented.	Autumn 2	SLT AS ZM GJ	Pupil Voice Staff Voice			
Rebrand the school council as a Junior Leadership team	-All JLT members have a linked subject ambassador. -JLT to carry out learning walks. -JLT to carry out book looks. -JLT to share whole school pupil voice. -Within pupil leadership disadvantaged pupils are overrepresented.	Autumn 2	LWo DP AS	Pupil Voice			
Regular opportunities provided for children, parents and staff to share views.	-Planned and timetabled opportunities to gather pupil voice half termly, ensuring the voice of disadvantaged pupils is overrepresented. -Planned and timetabled opportunities to gather parent voice half termly, ensuring the voice of parents of disadvantaged pupils is overrepresented. -Planned and timetabled opportunities to gather staff voice half termly.	Ongoing	All	Pupil Voice Staff Voice Parent Voice			
Develop provisions to support staff, pupils and parents' mental health and well-being.	-Reflections working with parents and children. -School counsellor to work with parents and children. -Continued work with the school nurse to provide support for both children and families. -Provisions are in place to ensure that particular emphasis is on the mental health and well-being of disadvantaged pupils.	Ongoing	LWo LWa CP	Pupil Voice Staff Voice Parent Voice			

#### 4. Behaviour & Attitudes

Objective	Outcome/ Success Criteria	Time Scale	Lead	Evidence	Term 1	Term 2	Term 3
Develop consistent Kates Hill Primary	-Everyone holding themselves to a high account, particularly those from a disadvantaged background.	Ongoing	LWo DP	Pupil Voice Staff Voice			

expectations for pupils.	<ul style="list-style-type: none"> <li>-High standards of uniform, particularly those from a disadvantaged background.</li> <li>-High expectations regarding speaking, particularly those from a disadvantaged background.</li> <li>-High standards of moving around school particularly those from a disadvantaged background.</li> <li>-High standards related to behaviour and actions, particularly those from a disadvantaged background.</li> <li>-Create well rounded and experienced pupils, particularly those from a disadvantaged background.</li> </ul>			Parent Voice Behaviour data			
All staff ensure that a consistent approach to managing behaviour in line with the school's policy.	<ul style="list-style-type: none"> <li>- Review the behaviour policy across school to ensure that rewards and sanctions are applied consistently.</li> <li>-All children understand and follow the behaviour policy consistently.</li> <li>-Positive behaviour is promoted and rewarded wherever possible.</li> <li>-The number of exclusions (particularly of those from a disadvantaged background) decreases compared to last year and is in line with national.</li> </ul>	Autumn	LW DP All	Pupil Voice Staff Voice Parent Voice Exclusions data			
To continue to improve attendance, particularly of disadvantaged learners, through rigorous monitoring.	<ul style="list-style-type: none"> <li>-Attendance will be closely monitored by CP and SLT.</li> <li>-All pupils will achieve attendance levels at or above national</li> <li>-Disadvantaged learners' attendance will improve.</li> <li>-The level of persistent absence will significantly reduce, especially for disadvantaged learners.</li> <li>-Regular attendance rewards to promote and encourage good attendance.</li> </ul>	Ongoing	LW DP CP	Attendance to be at least in line with national, but as an aspirational target, at 96% or above.			

## 5. EYFS

Objective	Outcome/ Success Criteria	Time Scale	Lead	Evidence	Term 1	Term 2	Term 3
Continue to improve progress and attainment of all children throughout EYFS, particularly disadvantaged and SEND learners, so that GLD is in line with national.	<ul style="list-style-type: none"> <li>-The number of learners achieving GLD is at least in line with national.</li> <li>-The gap between DA learners and peers will decrease due to a targeted uplift being applied.</li> <li>-Progress and attainment of all children is regularly monitored and tracked through rigorous PP and RAG meetings.</li> </ul>	Ongoing	RB	End of year data Monitoring Pupil Voice			

Continue to improve the learning environment and resources across the Early Years setting.	<ul style="list-style-type: none"> <li>-Defined learning areas that increase opportunities for children to apply new skills independently during child-initiated learning.</li> <li>-Ensure a safe, engaging and stimulating outdoor learning environment for all children across EYFS.</li> <li>-Awareness of disadvantaged pupils in relation to the learning environment and ensuring it meets their needs.</li> </ul>	Ongoing	RB KM	Pupil Voice Monitoring			
Develop and enhance the provision for the Early Years setting.	<ul style="list-style-type: none"> <li>-New Nursery building to be completed ready for the new intake in September 2025.</li> <li>-Improved classroom environments are accessible for all children across Nursery and Reception.</li> </ul>	Ongoing	TW	Pupil Voice Parents Voice Staff Voice			
To continue to embed an ambitious curriculum which is coherently planned and sequenced.	<ul style="list-style-type: none"> <li>-All curriculum documentation is in place.</li> <li>-Within all documentation particular awareness is paid to pupils from a disadvantaged background to ensure that they advantaged within the curriculum offer.</li> </ul>	Ongoing	RB KM SR	Pupil Voice Monitoring			
Enhance the provision for the nursery offer due to a change of staffing.	<ul style="list-style-type: none"> <li>-Defined learning areas that increase opportunities for children to apply new skills independently during child-initiated learning.</li> <li>-Ensure a safe, engaging and stimulating outdoor learning environment for all children across EYFS.</li> </ul>	Autumn term	KM RB	Pupil Voice Parents Voice Staff Voice Monitoring – learning walks and book looks – RB, LWO			