

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

| School Context | | | | | |
|---|----------------------------------|---|--|-----------------------------------|------------------|
| Number on roll: 449 children | PP: 189 children (42)% | EHCP (e code): 18 children (4%) | SEND support (k code): 89 children (20%) | EAL: 239 children (53%) | LAC: 1 |
| <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>Most recent Ofsted grade: Good</p> <p>Key Ofsted actions from last report (March 2022):</p> <ul style="list-style-type: none"> 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. 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. | | | | | |

| Pupil Numbers | | | | | | | | | |
|---------------|---------|-----------|--------|--------|--------|--------|--------|--------|-------|
| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Total |
| Pupils | 50 | 49 | 60 | 58 | 59 | 63 | 55 | 55 | 449 |
| Boys | 29 | 32 | 31 | 31 | 26 | 27 | 34 | 25 | 235 |
| Girls | 21 | 17 | 28 | 28 | 33 | 36 | 21 | 30 | 214 |
| PP | | 15 | 27 | 29 | 22 | 33 | 32 | 29 | 187 |
| SEND | 5 | 20 | 15 | 13 | 8 | 15 | 13 | 12 | 101 |

Summer 2

Statutory Assessment Targets

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

| School Improvement Priorities for 2025-26 | |
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| Achievement | <ol style="list-style-type: none"> 1. Raise attainment and secure strong progress in all core subjects, <i>prioritising disadvantaged pupils</i> and those with SEND to ensure equity and high expectations for all. 2. Narrow the attainment gap between disadvantaged and their non-disadvantaged peers. 3. Ensure the school is in line with national for achievement in year one phonics and year two retakes. 4. Active involvement with The Master Collaboration Agreement |
| Attendance and Behaviour | <ol style="list-style-type: none"> 1. Establish and embed consistent Kates Hill Primary expectations for conduct and behaviour to strengthen a positive, respectful school culture. 2. Embed a consistently applied, whole-school approach to behaviour management, with all staff implementing the school's behaviour policy with fidelity. 3. Strengthen attendance across the school-<i>particularly for disadvantaged pupils</i>-by maintaining rigorous monitoring and implementing targeted, responsive support. 4. Strengthen a whole-school culture of attendance by implementing consistent rewards and recognition that celebrate pupils' commitment to being in school. |
| Curriculum and Teaching | <ol style="list-style-type: none"> 1. Develop and implement progressive curriculum documentation for all wider curriculum subjects-specifically Music, Computing, PE and MFL-<i>ensuring high aspirations for disadvantaged learners through targeted planning</i>. 2. Promote a whole-school culture of reading for pleasure, <i>prioritising disadvantaged pupils</i> to ensure they develop a sustained love of reading and increased engagement. 3. Establish a fully aligned whole-school reading scheme to secure fidelity, improve consistency in teaching, and accelerate progress in early reading across all year groups. 4. Embed and strengthen the whole-school writing curriculum, with a particular focus on ensuring teaching is responsive and <i>effectively meets the needs of disadvantaged learners</i>. 5. Develop and implement a coherent, progressive approach to SPaG teaching across Years 1–6, <i>ensuring disadvantaged pupils receive targeted, high-quality support that secures improved outcomes</i>. 6. Embed the mastering number programme in EYFS and KSI, and MAP (Mental Arithmetic Programme) counting, mental strategies and fluency. 7. Embed consistent Oracy teaching across all year groups and subjects, <i>with targeted support to enhance outcomes for disadvantaged pupils</i>. |
| Inclusion | <ol style="list-style-type: none"> 1. Ensure a clearly defined and consistently implemented SEND offer is in place across the school to meet the needs of all SEND learners. 2. Implement tracking and assessment for SEND, to monitor progress and attainment. 3. Enhance and extend the Aspire provision to provide high-quality, targeted support for pupils with SEMH needs, ensuring consistency and improved outcomes. 4. Further embed, extend and monitor the Hamish and Milo intervention across all year groups to strengthen provision for pupils with increasing SEMH needs. 5. 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. |

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| Leadership and Governance | <ol style="list-style-type: none"> 1. Develop the role of curriculum Ambassadors. 2. All leaders are considerate of staff well-being and ensure workload is manageable. 3. Improve the effectiveness and strategic involvement of the governing body within the school. 4. Strengthen and embed rigorous monitoring systems to evaluate the effectiveness and impact of core and wider curriculum implementation across all year groups. 5. Ensure the leadership team effectively enables and supports staff to perform at their best. 6. Provide support and guidance for ECTs and Post ECTs (year 3/4s). 7. Continue to work on a digital transformation. |
| Personal Development and Wellbeing | <ol style="list-style-type: none"> 1. Ensure safeguarding training is regular, relevant and aligned to the needs of staff and pupils. 2. Improve the e-safety offer in school. 3. Continue to provide opportunities for parent workshops and meetings. 4. Increase opportunities for learner-led groups, with targeted encouragement for disadvantaged learners. 5. Create a whole school ethos linked to pupil leadership. 6. Rebrand the School Council as a Junior Leadership Team. 7. Regular opportunities provided for children, parents and staff to share views. 8. Develop provisions to support staff, pupils and parents' mental health and well-being. |
| EYFS | <ol style="list-style-type: none"> 1. Strengthen EYFS provision to secure improved progress and attainment for all <i>pupils-particularly disadvantaged</i> and SEND learners- with the aim of ensuring GLD outcomes meet national benchmarks. 2. Continue to improve the learning environment and resources across the Early Years setting. 3. Strengthen Early Years provision to secure strong progress for all children, with targeted focus on disadvantaged pupils. 4. Continue to embed an ambitious curriculum that is coherently planned and carefully sequenced across all subjects. 5. Strengthen and further develop the nursery offer, <i>prioritising the needs of disadvantaged and SEND pupils</i> and ensuring consistency and quality in light of recent staffing changes. |