



SCHOOL IMPROVEMENT PLAN

2025-2026



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Introduction

The School's Aims

1. All school staff, governors and parents work in partnership for the benefit of all pupils.
2. Teachers and support staff enable all pupils to achieve their full potential as independent life-long learners.
3. Our broad, balanced and enriched curriculum promotes challenge, enabling all pupils to make a positive contribution towards their own achievement.
4. We foster strong links with the community and encourage children to be responsible citizens, who are respectful and tolerant.
5. We encourage initiative within a happy, healthy and safe environment where all achievement is valued and celebrated.

Key Priorities for 2025-2026

- ▶ Priority 1: To successfully embed the Kapow curriculum across all relevant subjects and year groups, ensuring high-quality, consistent delivery that enhances pupil engagement, deepens subject knowledge, and supports progression in line with national curriculum expectations
- ▶ Priority 2: To strengthen pupils' fluency and recall of multiplication tables across all year groups, enabling them to confidently apply number knowledge to real-life problem-solving contexts and deepen their mathematical understanding and reasoning skills
- ▶ Priority 3: To raise writing outcomes across all year groups by increasing the number of pupils achieving both the expected standard and greater depth through consistent teaching and targeted support

- ▶ Priority 4: To raise the profile of the pastoral team by providing regular, accessible early help support for families, including drop-in sessions, to strengthen home–school partnerships and improve pupil wellbeing.

Review of Priority Charts 2024-2025

Priority 1: English- writing focus					
To increase the % of Expected + writing by the end of the year across the Primary.					
Intent – Actions	Lead person	Start/end date	Termly milestones	Resources	Implementation - Success criteria
Embed the new handwriting scheme across school, with particular focus at KS1.	CB AF KT	Sept 24-July 25	Evidence in pupils books supporting completion of termly writing TAF grids.	Penpals resources	In the writing TAF for year 2 and year 3 more children will have achieved the handwriting criteria allowing them to attain the EXS standard
Termly internal phase moderation of writing	CB SMT Year leads	Sept 24 – July 25	Internal phase moderations are included in the curriculum and standards timetable	Time in staff meetings	All staff are confident and accurate with the moderation of writing within their year group and phase
Annual external moderation in writing for each year group	CB RA teachers	Sept 24 – July 25	RSSP timetable for cross school moderation JHorswill used to moderate Year 2 and Year 6 each term	Cost of JHorswill for 3 days Release time for teachers to attend external moderation	All staff have their moderation of writing confirmed proving accurate assessment
Continue to embed the use of Alan Peat approach to support fiction and non fiction writing	CB Year Leads All teachers	Sept 24 – July 25	Book looks to evidence the use of Alan Peat strategies along side working walls to support the T&L of writing	Release time for CB to complete a book look. Improved outcomes for writing	

For all Big Writes to be marked alongside marking ladders to ensure key objectives are met. All classes have at least 1 assessed piece of writing per half term (using the TAF as a marking ladder)	Year leads	Sept 24 – July 25	Pupils are fully aware of the objectives required to meet the expected /greater depth standard. Pupils are able to self assess identifying next steps	No cost	Big Writes are marked alongside Marking Ladders clearly highlighting next steps for learning
Ensure that all classrooms are using the recently invested in Ninja Daily 10 SPAG	Class Teachers CB	Sept 24 – July 25	Working walls reflect the current stage within T&L and provide pupils with useful prompts Text type should be clear from the working wall	No cost	Improved weekly spelling scores and termly SPAG results

Priority 2: To refine assessment procedures and systems for DPC

Intent – Actions	Lead person	Start/end date	Termly milestones	Resources	Implementation - Success criteria	Impact – Monitoring
Set up mark sheets in Arbor for all DPC subjects	GT JMH LA	Summer 2024	Following a meeting with LA, all mark sheets developed.	Arbor IPad	All mark sheets are set up in Arbor by LA within the formative section of Assessment.	
All staff to complete mark sheets each term for all DPC subjects	SMT Subject Leads	Autumn 2024 / ongoing	By Christmas, all teachers to have completed arbor mark sheets for all DPC subjects – any issues to be reported to SMT	Arbor IPad Staff meeting time	All teachers to have complete mark sheets for all DPC subjects in the Autumn term	

To work with LA to ensure formative assessments pull through to the dash board analysis	SMT	Autumn 2024	October ½ term	Arbor LA time and staff	TA DPC tracking completed at the end of each term/ unit, providing an overview of attainment Year 1-6
Subject leads to monitor the dash board data to analyse progress in their subject	DPC subject leads SMT	Termly	Subject leader interviews – subject leaders to use data from arbor to assess impact and progress	Subject leader time Subject leader interviews Subject leader action plans and Headlines informed	Subject leaders to analyse data, thinking about what it tells them and does it support teaching and learning effectively

► **Priority 3:** : To maintain high levels of wider opportunities for all pupils, with a focus on vulnerable pupils

Intent – Actions	Lead person	Start/end date	Termly milestones	Resources	Implementation - Success criteria	Impact – Monitoring
To maintain current wider opportunities provision	SMT Charlie Manners Teaching staff Rachel Barr	September 2024 - ongoing	Cross reference Wider Opportunities document and update as appropriate every term.	Sports equipment for clubs Funding for paid opportunities WOPS (Music) paid for.	School menu of opportunities remains the same and additional activities are added and not taken away.	
Carry out an audit of clubs at school to look at participation of vulnerable groups	SMT Admin Team	September 2024	Following the audit, results to be analysed and actions to improve participation of vulnerable pupils.	Attendance lists for clubs Attendance lists for all WOPS e.g. Sports events, Music lessons	School has a clear overview of participation of key vulnerable pupils. % of vulnerable pupils attending clubs has increased. Staff actively encourage participation of vulnerable pupils.	

Pupil voice methods will be used to gather opinions on what they think of the WOPS at Dorridge.	SMT Rachel Barr	Autumn Term 2024	Questionnaires/interviews will be used with pupil across school and including representatives from all vulnerable groups with a focus on finding out what they already access, what they think of the WOPS and what they would like to see introduced.	Questionnaires Staff to administer and analyse	School will have a clear understanding of what WOPS children are accessing, what they think of the clubs and activities and what they would like to see introduced. A clear plan of new opportunities will be put in place.
Maintain links with Solihull School Sports Partnerships, Arden School and Panathlon Sports Partnership	Claire Sayer Charlie Manners Robyn Morrey	September 2024 – ongoing	Monitor involvement of all pupils, with a particular focus on vulnerable pupils.	Attendance lists Transport and adult supervision at events and competitions	Pupils will attend a wide range of sporting activities and competitions, include opportunities for SEND sports competitions and activities will be
Increased WOPS links within the AMAT	SMT LMT Subject Leads Ros Ashe	September 2024 – ongoing	Subject Leads, LMT and SMT to liaise closely with other schools in the AMAT to enhance WOPS provision through joint partnership activities	Minibus use Resources for activities	Over the course of the year, a wide range of joint activities between both the Primary Schools and engagement with the secondary schools, will have been organised and put on.
Promoting HAF courses to parents to increase access for pupils	Vulnerable Core Group SMT	September 2024 – ongoing	Questionnaire to parents to ask how many are accessing HAF provision. Look at how many pupils are accessing vs. how many are eligible. Promote HAF activities to parents and ensure they know who is eligible and how to book a place for their child. Promote local HAF courses.	Coffee mornings Newsletters Website Questionnaires	An increased number of vulnerable pupils will access HAF provision. Staff will have a better understanding of how to refer children and their families. Parents will have a better understanding of who is eligible and how they access the support. Parents will have a better knowledge of local HAF provision.
All teaching staff will actively contribute to the wider opportunities provision in school.	Teaching staff	September 2024 – ongoing	An overview of all the clubs offered and the staff that run them.	Resources and equipment to support the running of each club	There will be a wide range of extra-curricular opportunities for the pupils in school, led by our staff. The distribution of staff time will be

				Staff time	fair across school with all teaching staff supporting the provision.	
School will continue to buy in the support of Simply Gifted and Talented for pupils with a particular interest in a range of subjects.	Robyn Morrey	September 2024 – ongoing	Records of each activity and who has attended will be kept centrally. Cross referenced to ensure the same pupils aren't accessing every time.	Membership to the simply gifted and talented service.	Pupils will attend the events on a half termly basis. Pupil voice to find out what they learnt and what they thought of the events for monitoring and impact purposes.	

Priority 4: To support pupils long term memory by ensuring key, consistent strategies are an integral part of teaching and learning

Intent – Actions	Lead person	Start/end date	Termly milestones	Resources	Implementation - Success criteria	Impact – Monitoring
Consistent and planned strategies are used across the Key Stages.	Year leaders Class teachers	Sept 24' on-going	Staff meeting – recap and revisit strategies.	Daily R time in mathematics lessons and DPC subjects. Quizzes and games suggested at the training day. Spaced repetition, where information is reviewed at increasing intervals over time.	Transferred knowledge from short to long term memory. Consistent and planned strategies are used across the Key-stages.	
To use knowledge organisers for information support and recall.	Class teachers	Sept 24'- on-going	On-going assessments Termly assessments	Knowledge organisers	Children actively using knowledge organisers and apply the information to their learning	

For children to have a bank of strategies and techniques they can access to promote their own learning.	Class teachers	Sept 24'- on-going	On-going assessments Teacher	Pair-share; accessing knowledge organisers; using their diary organisers for visual aids and diagrams for information.	Achievement and progress towards NC objectives for all pupils For children to have a bank of strategies and techniques they can access to promote their own learning.	
Year leaders to consult and ensure strategies are being taught consistently in all classes.	All staff	Sept 24'- on-going	Staff meetings Phase meetings Year group meetings	Strategies plan	Planning, delivery and assessment of strategies and techniques show progress and achievement.	

► **Priority 5: Ensure the development of Primary Trust Teaching and Learning Teams to improve practice and pedagogy**

Intent – Actions	Lead person	Start/end date	Termly milestones	Resources	Implementation - Success criteria	Impact – Monitoring
To establish the role of Trust leads across the primaries.	RA JH GT MG	Sept24-Jul 25	Autumn- Meeting with HoS/AssHT to identify roles and members of the schools who would be suitable for the role. Spring- Recruitment process Summer- Ensure plan to cover/release		Trust Leads identified Resources/cover agreed	

			successful candidates.		
To facilitate cross-phase working groups between the Secondary Schools and the Primaries.	RA DKB JH GT MG	Sept 24-Jul 25	Autumn- Meeting EH/HoS/AssHT to agree plan for collaborative working. Ongoing to facilitate collaborative working.		Key subjects/areas identified. Subject Leads cross-phase meeting regularly.
To establish a clear rationale for collaborative working within the Primary branch.	RA DKB JH GT MG CM RM MF	Sept 24-Jul 25			Primary school agreement on offer and support available to any additional schools. Half Termly meetings with Primary Leadership teams to discuss key priorities in the schools. Joint priorities identified and CPD planned .

Key Priority Charts 2025-2026

Priority 1: To successfully embed the Kapow curriculum across all relevant subjects and year groups, ensuring high-quality, consistent delivery that enhances pupil engagement, deepens subject knowledge, and supports progression in line with national curriculum expectations.

Intent – Actions	Lead person	Start/end date	Termly milestones	Resources	Implementation - Success criteria
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Improved consistency and clarity in curriculum planning and delivery across Kapow subjects.	All Staff Subject Leaders	Sept 25- July 26'	Autumn 1: Curriculum maps completed for each subject. Staff CPD on Kapow completed. Spring 1 Book scrutiny and planning reviews.	Kapow subscription and access for all staff.	Kapow curriculum is fully mapped and implemented in all target subjects and year groups.
To ensure the new curriculum has depth and sequencing in line with the National Curriculum.	All Staff & SMT	Sept 25- July 26'	Termly pupil assessments. Spring: Learning walks focused on Kapow lesson delivery.	Use INSET/staff meetings for review.	Observations and assessment show subject depth, sequencing, and high pupil outcomes.
Evidence of progression and deepening subject knowledge across year groups.	Subject leaders	Oct 25- July 26'	Autumn 2: First units have been taught. Monitoring cycle begins. Initial pupil voice gathered.	Use INSET/staff meetings for review.	Foundation subject books and assessments show clear progression and depth of understanding.
High levels of pupil engagement, retainment and enjoyment in foundation subjects.	All Staff All Pupils	Sept 25'- July 26'	Lesson Observations, Pupil voice Book Scrutiny's Termly assessments	Budget for resources linked to practical units Technology access for Computing delivery.	Pupils demonstrate secure knowledge and skills in each subject. Pupil voice reflects high levels of enjoyment and interest in foundation subject lessons. Increased levels of participation and enthusiasm, including in project work and practical activities.
Foundation subjects are visible across the school.	Subject Leaders	Jan 26'-July 26'	Autumn: Subject displays established across the school. Spring: books show depth and progression. Summer: Cross-curricular or creative week e.g. Art Week,	Display resources and budget for creative arts week.	Subjects beyond English and Maths are seen as valued and impactful across the school.

Teachers feel confident in delivering specialist content.	Teachers	Sept 25'- July 26'	Autumn 2: Staff questionnaires to evaluate confidence and resource usability Spring: Staff feedback gathered, and support tailored.	All the above	Staff report increased confidence in delivering high-quality lessons.
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► **Priority 2:** To strengthen pupils' fluency and recall of multiplication tables across all year groups, enabling them to confidently apply number knowledge to real-life problem-solving contexts and deepen their mathematical understanding and reasoning skill

Intent – Actions	Lead person	Start/end date	Termly milestones	Resources	Implementation - Success criteria
Audit current provision and pupil attainment in multiplication facts across year groups	KT	Summer 2025	Audit complete; analysis shared with staff	Assessment data, TTRS usage reports, staff questionnaire	Gaps identified; targeted actions planned across year groups
Launch and embed Times Tables Rock Stars as a consistent, engaging platform across school	KT	Sept 2025 – July 2026	Autumn 1: Programme launched Spring: Monitor engagement and usage Summer: Progress tracked and celebrated	TTRS subscription, pupil logins, assemblies	All pupils actively use TTRS weekly; measurable improvement in speed and accuracy
Introduce 'Fluent in Five' at the start of every maths lesson in KS1 and KS2	Class Teachers	Sept 2025 – July 2026	Autumn: Implementation across all classes Spring/Summer: Monitored via drop-ins and book looks	Fluent in Five resources from Maths Lead	Daily arithmetic practice embedded; improved confidence and fluency in number

Establish weekly times tables tests: Y1(Summer term), Y2–6 (all year)	Class Teachers	Sept 2025 – July 2026	Autumn: Y2–6 tracking embedded Summer: Y1 weekly testing begins	Test templates, tracking spreadsheets	Regular assessments show progress; pupils more confident and fluent in recall
Introduce Year 6 Maths Ambassadors to model TTRS use and lead peer challenges	KT + Year 6 Teachers	July 2025 – July 2026	Summer 2: Ambassadors selected and trained Autumn 1: Challenges led across KS2	Training sessions, reward certificates	Younger pupils motivated by peer role models; ambassador logs show regular activity
Embed multiplication in real-life problem-solving across the curriculum	KT + Class Teachers	Jan 2026 – July 2026	Spring: CPD delivered Summer: Planning shows applied reasoning tasks	CPD time, problem-solving resource packs	Pupils confidently apply multiplication facts in reasoning activities; evidence in books
Deliver targeted interventions for pupils not on track	SENDCo + TAs	Nov 2025 – July 2026	Autumn 2: Pupils identified Each term: Review and refine intervention groups	TA time, intervention packs	Target pupils show accelerated progress; intervention impact tracked
Run parent workshop and send home multiplication support guides	KT	Oct 2025 – July 2026	Autumn 2: Guides sent home Spring: Workshop held Summer: Parent feedback gathered	Workshop materials, handouts, online resources	Increased home engagement; positive parent feedback and pupil improvement noted
Celebrate TTRS and multiplication success through assemblies and rewards	SMT + Class Teachers	Nov 2025 – July 2026	Each term: Recognition events and certificates awarded	Stickers, certificates, class leaderboards	Pupils motivated; culture of valuing effort and fluency developed

► **Priority 3:** To raise writing outcomes across all year groups by increasing the number of pupils achieving both the expected standard and greater depth through consistent teaching and targeted support

Intent – Actions	Lead person	Start/end date	Termly milestones	Resources	Implementation - Success criteria
To ensure all staff are clear of writing expectations for the year ahead. Ensure consistency across each year group.	CB	September INSET	Termly staff meetings Termly moderation (internal and external) C&S timetable- learning walks, book looks and monitoring	Staff meeting time RSSP Collaborative group Lead Moderator training	All staff use the TAF; teaching is consistent; pupils show improved outcomes
Strengthen teacher subject knowledge and pedagogical skills in teaching writing.	CB	Ongoing through the year.	Oct 2025 – July 2026	Termly staff meetings Termly moderation The Writing Framework (DfE documentation) English Policy Alan Peat Ltd Resources	Teaching is consistent; pupils show improved outcomes
Review and adapt writing curriculum to ensure purposeful, regular extended writing tasks in all subjects	CB LMT SMT Class teachers	Sept 2025- July 2026	Autumn: Review of plans Assessment week; Accountability Meetings Spring: Review of plans Assessment week; Accountability Meetings Summer: Review of plans Assessment week; Accountability Meetings	Updated English planning to reflect opportunities for extended writing KAPOW Planning. PPA planning time LMT timetable C&S monitoring timetable Pupils books	Updated planning that is matched to pupils needs.

Provide targeted support for underachieving pupils and those with potential to reach Greater Depth	SENCO Class Teachers LMT SMT	Ongoing through the year.	Weekly planning Termly assessment Accountability Meetings	Intervention timetable for each Year Group Intervention resources Intervention groups, planning and assessment TA and Teacher time	
English Lead to become KS2 Accredited Moderator	CB	Date TBC	Application completed by deadline (TBC)	Attend moderator training	Successful completion of the training. Support in house and RSSP moderation

► **Priority 4:** To raise the profile of the pastoral team by providing regular, accessible early help support for families, including drop-in sessions, to strengthen home-school partnerships and improve pupil wellbeing.

Intent – Actions	Lead person	Start/end date	Termly milestones	Resources	Implementation - Success criteria
To ensure that all families are aware of who the inclusion team are and what their role is	Inclusion Team/ Year Leaders	September 2025 ongoing	Parent's Information Evening Weekly Newsletter Termly Inclusion leaflet	Photos / slide reated for Parents' Infomration Evening	Inclusion team to be introduced at all Parents' Information evenings – photos and outline of roles Emails given for family support workers Weekly space on newsletter to remind people of emails and contact details
To create resources that can be used to support behaviour at home	Inclusion Team	By December 2025	These resources to be announced on Termly Inclusion Leaflets – asking parents to reach out if struggling with behaviour at home	Zones of Regulation – prepared for home use with an explanation of how to use this – in line with school policy	Parents are requesting support with behaviour at home Parents are supporting their children with zones of regulations at home

To create resources that can be used to help with anxiety at home	Inclusion Team / SMT	By December 2025	To contact family hubs/ MHST / Early Help Coordinator to gain resources that support with anxiety Set up annual anxiety workshops	Time to visit other settings / networking	Anxiety resources that can be shared with parents to support at home
To create our own 'Family Hub' style resources that offers support and signposting	Inclusion Team / SMT	By Easter 2026	Visit different family hubs Find out what they can offer	Time to visit other family hubs	Drop in timetable for parents / carers
To investigate better resources to support children when their home situation is different to the norm	Inclusion Team	By Easter 2026	Investigate resources that are available from other agencies – borrow / copy from them	Time and money to buy resources	Resources available to support both parents at home after separation / divorce
To investigate better resources to support children in school when they have experienced a bereavement	Inclusion Team	By Summer 2026	Early Help coordinator / Ordinary magic / connected care / solar / MHST	Money to purchase resources if required Time to liaise	Bereavement resources to use in school and at home

End of Year Data Summer 2025

RECEPTION

FS2 Exit 2025		FSP Prime 2024	FSP Prime 2025	GLD 2024	GLD 2025	National 2024	National 2025	Solihull 2025
Total	89	C&L: 89.9% PD: 98.9% PSED: 93.3%	C&L: 97.8% PD: 98.9% PSED: 96.7%	79%	76.7%	67.7%	68.5%	
Boys	40			77%	75.6%			
Girls	49			80%	77.6%			

YEAR 1 Phonics

Pass percentages 2024	Pass percentages 25	National 2025	Solihull 2025
Overall pass- 97%	Overall pass: 95.6%		
1D- 97%	1D - 100%	80.4%	TBC
1P- 97%	1P - 93%		
1S- 97%	1S - 93%		

YEAR 2 Phonics retakes: 4 children retook in Year 2 and 2 passed.

WHOLE SCHOOL TRACKING RESULTS (SUMMER 25) TEACHER ASSESSMENT Y1-5

Reading	WTS		EXP+		GDS	
	2024	2025	2024	2025	2024	2025
Year 1	4.5	8.9	95.5	91.1	38.2	35.6
Year 2	22.2	16.7	77.8	83.3	33.3	40
Year 3	21.1	14.8	78.9	85.2	40	50
Year 4	15.6		84.4		41.1	
Year 5	11.1	7.7	88.9	91.2	53.3	53.8

Writing	WTS		EXP+		GDS	
	2024	2025	2024	2025	2024	2025
Year 1	19.1	17.8	80.9	82.2	29.2	17.8

Year 2	34.4	20	65.6	80	11.1	23.3
Year 3	36.7	27.3	63.3	72.7	13.3	13.6
Year 4	25.6		74.4		20	
Year 5	27.8	33	72.2	67	17.8	16.5

Maths	WTS		EXP+		GDS	
	2024	2025	2024	2025	2024	2025
Year 1	7.9	12.2	92.1	87.8	31.5	34.4
Year 2	11.1	17.8	88.9	82.2	36.7	35.6
Year 3	17.8	11.4	82.2	88.6	27.8	48.9
Year 4	18.9		81.1		31.1	
Year 5	15.6	7.7	84.4	92.3	46.7	42.9

End of KS2 Summer 2025

YEAR 6	SATs Results 2024	SATS Results	National 2025 (Provisional)	Solihull 2025 (Provisional)
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		2025		
Reading	EXS+: 92% GDS: 42%	EXS+: 89% GDS: 56%	EXP+ 75%	
Writing	EXS+:81% GDS: 24%	EXS+: 83% GDS: 29%	EXS+: 72%	
SPAG	EXS+:82% GDS:48%	EXS+: 90% GDS: 57%	EXS+: 73%	
Maths	EXS+: 82% GDS: 34%	EXS+: 87% GDS: 48%	EXS+: 74%	
RWM	73%	Exp+:78% GDS: 17%	EXS+: 62%	

