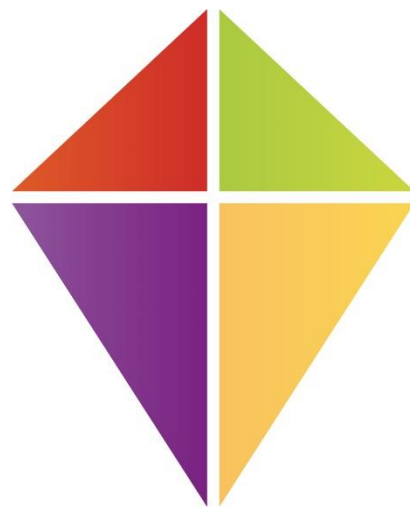


The Birmingham Diocesan Multi-Academy Trust

Woodside Primary School
School Improvement Plan
September 2025 – July 2026





Ensuring 'life in its fullness' for our pupils and staff



Summary of Key issues 2025-26

Key Issue 1	Ensure all pupils 'belong' and thrive in every lesson through quality adaptive teaching.
Key Issue 2	Embed the quality of the depth, breadth, and coverage of the curriculum (focus on Art, DT and R.E).
Key Issue 3	Further embed the quality of teaching, learning and assessment to improve the combined % in R, W and M in all year groups.
Key Issue 4	Ensure maths teaching builds on previous learning to enable all pupils to make good or better progress.
Key Issue 5	Implement a Nursery provision that allows pupils to flourish and succeed.

KEY

	Action not scheduled to commence at this point
	Action met
	Action started but not met in full
	Action not met

SCHOOL IMPROVEMENT PLAN 2025-2026

Key issue 1	Ensure all pupils 'belong' and thrive in every lesson through quality adaptive teaching.
Expected Outcome	All pupils, especially those with SEND, EAL, and other vulnerabilities, feel included and supported in every lesson. Adaptive teaching is embedded across the curriculum and evident in planning, delivery, and outcomes.

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
Review and update the SEND register <ul style="list-style-type: none"> Ensure all pupils are accurately identified and categorised on Arbor. 	LO and SD	Sept 25	All pupils are accurately categorised under their specific needs, ensuring appropriate support and tracking.	
Audit classroom environments for inclusivity <ul style="list-style-type: none"> Conduct walkthroughs to assess displays, seating, and accessibility. 	LO and SD	Termly	Classrooms are consistently inclusive, calm, and accessible, promoting engagement for all learners.	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
<p>Deliver whole-school CPD on adaptive teaching</p> <ul style="list-style-type: none"> Focus on EEF's 5-a-day principles and scaffolding strategies 	LO and SD	Spring and Summer term	Staff confidently apply adaptive teaching strategies, improving lesson quality and pupil outcomes.	
<p>Develop subject-specific adaptive teaching guidance</p> <ul style="list-style-type: none"> Create criteria/checklists for each subject to support SEND pupil 	LO and SD	Spring and Summer term	Teachers have clear strategies for supporting SEND pupils in each subject, improving consistency and impact.	
<p>Monitor planning for adaptive teaching</p> <ul style="list-style-type: none"> Review planning to ensure scaffolding and differentiation are evident. 	LO and SD	Termly	Planning documents reflect scaffolded learning and differentiation, ensuring needs are met in every lesson.	
<p>Introduce pupil voice surveys each term</p> <ul style="list-style-type: none"> Focus on SEND and vulnerable pupils' experience of learning. 	LO and SD	Half termly	Feedback shows pupils feel included, supported, and able to access learning effectively.	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
Analyse SEND pupil progress termly <ul style="list-style-type: none"> Use Arbor and FFT to track progress in RWM and against EHCP outcomes. 	LO and SD	Termly	Data shows improved progress for SEND pupils in RWM and against EHCP targets, with gaps narrowing	
Provide coaching and mentoring for staff <ul style="list-style-type: none"> SENDCo to support teachers with planning and delivery 	LO and SD	Ongoing	Staff feel supported and confident in adapting teaching, leading to improved pupil engagement and outcomes.	
Implement inclusive classroom expectations <ul style="list-style-type: none"> Ensure consistency in visual timetables, calm spaces, and minimal distractions. 	LO and SD	Termly	All classrooms meet agreed standards for inclusive practice, reducing barriers to learning.	
Establish a SEND Hub provision <ul style="list-style-type: none"> Opening of SRP – September – in liaison with Warwickshire Ensure partnership with Warwickshire and other 	LO and SD	September 25	Pupils accessing SRP receive tailored support and improved progress.	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
SRPs continue in 25-26 to learn from good practice <ul style="list-style-type: none"> Implement an SRP Woodside curriculum 				
Engage parents of SEND pupils <ul style="list-style-type: none"> Hold termly review meetings and workshops on adaptive strategies. 	LO and SD	Termly	Parents feel informed and involved, contributing to improved home-school collaboration and pupil outcomes.	
Track impact of adaptive teaching on pupil outcomes <ul style="list-style-type: none"> Use data, pupil voice, and book scrutiny to evaluate effectiveness. 	LO and SD	Termly	Evidence from data, pupil voice, and work scrutiny shows adaptive teaching is improving learning experiences and attainment.	

Key issue 2	Embed the quality of the depth, breadth, and coverage of the curriculum (focus on Art, DT and R.E).
Expected Outcome	The curriculum in Art, DT, and RE will show clear progression, coverage, and depth, enabling pupils to develop subject-specific knowledge, skills, and vocabulary. Staff will deliver engaging and well-structured lessons that reflect high expectations and result in improved pupil outcomes and confidence in creative and reflective subjects.

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
Audit current R.E provision and pupil outcomes	MG	September 25	Strengths and gaps in coverage identified, particularly around depth and understanding.	
Implement new Jigsaw R.E curriculum: - KS1: Christianity and Islam - KS2: Christianity, Islam, Sikhism, and Humanism - Focus: 2/3 Christianity, deeper understanding over breadth.	MG	Spring 26	Curriculum reflects deeper learning and meets Ofsted and SIAMS expectations.	
Deliver CPD on new R.E curriculum and SIAMS expectations	MG	Autumn and Spring	Staff understand rationale for reduced religion coverage and deeper focus.	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
Develop progression documents for R.E	MG	Spring 26	Knowledge and skills mapped across year groups for coherent progression.	
Create assessment outcomes for R.E and record on Arbor	MG and NJ	Spring 26	Formative and summative assessments track pupil understanding effectively.	
Conduct pupil voice and work scrutiny each term	MG	Each term	Depth of understanding and engagement evaluated regularly.	
Implement bespoke Art and DT curriculum designed with Jo Upton	NJ	September	Curriculum tailored to Woodside's context and implemented consistently	
Work with Jo Upton throughout the academic year	NJ and JT	25-26	Curriculum and resources refined through termly consultancy sessions.	
Develop progression documents for Art and DT	NJ	Autumn 25	Clear sequencing of skills and knowledge established	
Create assessment outcomes for Art and DT and record on Arbor	NJ	Summer 26	Consistent criteria used to assess pupil progress.	
Deliver CPD on new DT teaching sequence.	NJ	Autumn and Spring	Staff upskilled in DT pedagogy and confident in delivering the new sequence.	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
Deliver CPD on new Art teaching sequence	NJ	Autumn and Spring	Staff confident in delivering the new Art sequence and pupils produce meaningful artwork.	
Monitor implementation through learning walks and pupil voice	NJ and JT	Termly	Curriculum delivered effectively and consistently across classes.	
Review and refine resources for Art and DT	NJ	Autumn 25	Staff have access to high-quality materials that support curriculum delivery.	
- Review and refine curriculum maps for Art, DT, and R.E to ensure progression and coverage.	CL, NJ, JT, MG	Ongoing	Clear progression and coverage in Art, DT, and R.E across all year groups.	
Conduct termly deep dives in Art, DT, and R.E including pupil interviews and work scrutiny.	CL, NJ, JT, MG	Termly	Positive pupil attitudes towards Art, DT, and R.E.	
- Collaborate with external specialists to enrich curriculum delivery.	CL, NJ, MG and JT	Termly	Clear progression and coverage in Art, DT, and R.E across all year groups.	

Key issue 3	Further embed the quality of teaching, learning and assessment to improve the combined % in R, W and M in all year groups.
Expected Outcome	All pupils will make sustained progress in Reading, Writing, and Maths through consistently high-quality teaching, learning, and assessment practices. Combined attainment percentages will improve across all year groups, with teaching that is responsive, well-planned, and informed by accurate assessment.

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
<p>Strengthen Quality First Teaching</p> <p>Implement CPD/ workshops within phase meetings focused on high-impact strategies (e.g., modelling, scaffolding, retrieval practice).</p> <p>Phase 1: Develop CPD program for new nursery practitioners.</p> <p>Phase 2: Effective use of TA's during whole class input.</p>	NB, LC, VS and CL	25-26	<p>Phase 1 (EYFS & Y1)- Nursery staff are confident in their teaching of the EYFS curriculum</p> <p>Phase 2 (Y2-4)- TAs working more effectively in classes and gaps closing</p> <p>Phase 3 (Y5-6) TAs working more effectively in classes and gaps closing</p>	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
Phase 3: Effective use of TA's during whole class input.				
<p>Embed Consistent Assessment for Learning (AFL) Ensure effective use of formative assessment strategies (e.g., hinge questions, exit tickets).</p> <p>Phase 1: EYFS baselined and needs prioritised by October half term.</p> <p>Phase 2: Chunking lesson to include greater opportunities for assessment.</p> <p>Phase 3: Opportunities to address errors/misunderstandings identified after the lesson has finished through looking at a</p>	NB, LC, VS and CL	25/26	<p>Phase 1:</p> <ul style="list-style-type: none"> • More accurate baseline assessments and early identification of needs. <p>Phase 2:</p> <ul style="list-style-type: none"> • Reduce cognitive overload in lessons <p>Phase 3:</p> <ul style="list-style-type: none"> • Reduction in basic errors and a stronger understanding of key knowledge. 	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
<p>representative sample of children's books.</p> <p>Use of Clever share tool to address misconceptions within lessons.</p> <p>Use children's work to move learning forwards.</p>				
<p>Targeted CPD for Staff Deliver CPD on teaching Reading, Writing and Maths, including phonics, vocabulary development, and mastery math's.</p> <p>Phase 1: Nursery CPD program implemented to include Early Number and Early Reading</p> <p>Phase 2: mastery for number for y3/4</p> <p>Phase 2/3: CPD for selected staff who will be delivering the Wandle program to SEND</p>	<p>NB, LC, VS and CL</p>	<p>25/26</p>	<p>Phase 1: Nursery staff confident in delivering LW – Nursery planning and Early Number</p> <p>Phase 2: Maths fluency within Y3-4 outcomes improve/ MTCY4</p> <p>Phase 3: Spelling and LW programmes are closing the gaps in reading and writing outcomes within Y5-6</p>	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
<p>children. (TF, LL, DW)</p> <p>CPD to support introduction of new spelling program.</p> <p>CPD linked to editing and proof reading.</p>				
<p>Analyse pupil data to identify gaps in Reading, Writing, and Maths.</p> <p>Utilise year group trackers to target specific pupils</p> <p>Additional box added to pupil progress reports to identify areas/ key threads of weakness that need addressing.</p>	<p>NB, LC, VS and CL</p>	<p>25/26</p>	<p>Improved combined attainment in Reading, Writing, and Maths.</p>	
<p>Implement targeted interventions for underperforming pupils.</p>	<p>NB, LC, VS and CL</p>	<p>25/26</p>	<p>Phase 1</p> <ul style="list-style-type: none"> • Early identification of pupils needing support. • Timely interventions based on observational data. • Improved GLD % and above national • Improved PSC % and above national <p>Phase 2:</p>	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
			<ul style="list-style-type: none"> • Clear tracking of progress and narrowing of gaps. • Increased accountability for pupil outcomes. • Improved MTC% and average score for MTC <p>Phase 3:</p> <ul style="list-style-type: none"> • Strategic use of data to inform teaching and intervention planning. • Improved combined end of KS2 that is in line or above national 	
Introduce regular moderation sessions across year groups.	NB, LC, VS and CL		Staff confidence in assessment and moderation increases.	
Use pupil progress meetings to track and review impact of teaching.	NB, LC, VS and CL		Improved combined attainment in Reading, Writing, and Maths.	
<p>Enhance Parental Engagement Run workshops and provide resources to support home learning.</p> <p>Phase 1: Offer phonics and early reading workshops.</p> <p>Phase 2: SEND/Target children parents evening.</p>	NB, LC, VS and CL		<p>Phase 1:</p> <ul style="list-style-type: none"> • Increased parental involvement in phonics and early reading. • Improved home-school learning links. <p>Phase 2:</p> <ul style="list-style-type: none"> • Times table workshop, reading- retrieval <p>Phase 3:</p> <ul style="list-style-type: none"> • Stronger parental role in supporting SATs preparation. • All pupils attending SATs boosters 	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
<p>Phase 3: SATS SEND/Target children parents evening. Questionnaire to parents on how to best support them.</p>				
<p>Curriculum Sequencing and Planning in RWM Review curriculum maps to ensure progression and coverage. Phase 1: Implementing RWM from 2-year-old provision into EYFS curriculum. Phase 2: Monitoring needs to look closely to ensure all objectives are taught. Phase 3: Monitoring needs to look closely to ensure all objectives are taught.</p>	<p>NB, LC, VS and CL</p>	<p>25/26</p>	<p>Phase 1:</p> <ul style="list-style-type: none"> • Clear progression in foundational skills. • Stronger curriculum coherence in early years. <p>Phase 2:</p> <ul style="list-style-type: none"> • Seamless transition between year groups. • Improved retention and application of knowledge. <p>Phase 3:</p> <ul style="list-style-type: none"> • Curriculum prepares pupils for secondary expectations. • Increased depth and breadth in learning. 	

Key issue 4	Ensure maths teaching builds on previous learning to enable all pupils to make good or better progress.
Expected Outcome	All pupils will demonstrate secure understanding of mathematical concepts appropriate to their year group, with clear evidence of progression from prior learning.

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
Strengthen Curriculum Sequencing and Progression Audit and refine maths curriculum maps to ensure clear progression from EYFS to Year 6, aligned with White Rose and NCETM frameworks. Ensure small step planning and cumulative knowledge building are embedded.	VS	Autumn 25	Improved coherence and retention of mathematical concepts across phases; pupils demonstrate secure understanding and readiness for next steps.	
Embed Early Maths Foundations in EYFS Implement NCETM Early Years materials and Number blocks resources to develop number sense, spatial reasoning, and	VS and LC	Summer 25	Stronger early number understanding; increased pupil confidence and readiness for KS1 maths curriculum.	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
<p>mathematical language within Nursery and Reception</p> <p>Provide CPD for EYFS staff on early maths pedagogy.</p>				
<p>Work in Partnership with the Maths Hub</p> <p>Engage in Maths Hub Work Groups focused on mastery, reasoning, and curriculum coherence.</p> <p>Identify strength in teachers to disseminate learning across staff teams.</p>	VS	25-26	Enhanced teacher subject knowledge and pedagogy; improved pupil outcomes and consistency in maths teaching.	
<p>Engage in Peer Review Across the Trust</p> <p>Participate in termly peer reviews focused on maths teaching and outcomes.</p> <p>Share best practice and collaboratively address areas</p>	VS and NJ	25-26	Strengthened collaboration and consistency in maths teaching, shared accountability for pupil progress.	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
for development across schools.				
<p>Targeted CPD Using NCETM and White Rose Resources Deliver CPD sessions on small-step planning, mathematical vocabulary, reasoning, and use of manipulatives.</p> <p>Use NCETM PD materials and White Rose schemes to support planning and delivery.</p>	VS	Autumn and Spring	Improved teacher confidence and precision in maths instruction; increased pupil engagement and understanding.	
<p>Improve Year 4 Multiplication Tables Check (MTC) Outcomes Introduce regular fluency practice using Times Tables Rock Stars and White Rose fluency resources.</p> <p>Conduct MTC assessments regularly and provide targeted support for pupils below expected fluency.</p>	VS and JT	Termly	Increased speed and accuracy in multiplication facts; improved MTC scores and pupil confidence.	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
<p>Raise Standards in Year 6 KS2 Maths Assessments Implement targeted interventions and booster sessions focused on reasoning, problem-solving, and arithmetic.</p> <p>Use past papers to identify gaps.</p>	VS, NB and CL	July 25	Higher proportion of pupils achieving expected and greater depth in KS2 maths; improved readiness for secondary	
<p>Use Assessment to Inform Teaching Embed assessments and gap analysis to inform planning and interventions.</p> <p>Use formative assessment strategies to adapt teaching responsively</p>	VS	Termly	Teaching is responsive to pupil needs; accelerated progress for underachieving pupils; improved attainment and confidence.	
<p>Monitor maths lessons through observations and pupil voice.</p>	VS	Termly	Increased pupil confidence and enjoyment in maths.	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
Develop maths working walls and vocabulary banks in classrooms.	VS	Autumn 25	Pupils demonstrate secure understanding of mathematical concepts.	

Key issue 5	Implement a Nursery provision that allows pupils to flourish and succeed.			
Expected Outcome	Nursery provision successfully implemented, creating a nurturing and stimulating environment where children aged 2–3 can thrive. Early years practice is now embedded across the setting, supporting pupils to flourish socially, emotionally, and academically from the very start of their learning journey.			

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
<p>Establish 'Roots and Shoots' Nursery for 2–3 Year Olds</p> <p>Complete registration and licensing requirements for new nursery provision.</p> <p>Design and furnish new nursery classrooms using Early</p>	NJ, LC and HK	Sept 25	<p>The nursery successfully completed all registration and licensing requirements, ensuring legal compliance and readiness for opening.</p> <p>Nursery classrooms were designed and furnished to reflect Early Excellence principles, creating an engaging, developmentally appropriate learning environment.</p> <p>All EYFS policies, safeguarding protocols, and health & safety measures were reviewed, updated, and implemented, ensuring a safe and nurturing setting for young children.</p>	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
<p>Excellence principles and resources.</p> <p>Ensure all EYFS policies, safeguarding protocols, and health & safety measures are in place and compliant.</p>				
<p>TUPE Process and Staff Handover</p> <p>Conduct TUPE consultation and legal process for transferring staff from pre-school to nursery.</p> <p>Provide induction and orientation for TUPE staff to align with school ethos and expectations.</p>	<p>NJ, HK and LC</p>	<p>Sept 25</p>	<p>TUPE consultation and legal processes were completed smoothly, with all staff transitions handled professionally and transparently.</p> <p>TUPE staff received a comprehensive induction, aligning them with the school's ethos, values, and expectations.</p> <p>Phase Leader assigned to support TUPE staff, resulting in a positive integration into the wider school team and improved staff morale.</p>	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
Phase Leader to support smooth transition and integration into the school team.				
<p>Curriculum Development Starting in Nursery</p> <p>Develop a progressive EYFS curriculum that begins in nursery and aligns with Birth to 5 Matters.</p> <p>Incorporate Early Excellence pedagogy and continuous provision planning.</p>	LC and NJ	Summer 25	<p>A progressive EYFS curriculum was developed, beginning in nursery and fully aligned with Birth to 5 Matters, ensuring continuity and coherence.</p> <p>Early Excellence pedagogy and continuous provision planning were embedded, promoting child-led learning and exploration.</p> <p>The curriculum effectively supported key areas of development—communication and language, physical development, and personal, social, and emotional growth.</p>	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
<p>Ensure curriculum supports communication, language, physical, and personal development.</p>				
<p>Staff CPD and Upskilling</p> <p>Deliver CPD on WELCOMM screening, ShREC approach, Early Excellence, and Birth to 5 guidance.</p> <p>Provide targeted training for staff to build confidence and consistency in EYFS delivery.</p>	<p>LC</p>	<p>Termly</p>	<p>Staff received targeted CPD on WELCOMM screening, ShREC approach, Early Excellence, and Birth to 5 guidance, enhancing their pedagogical knowledge.</p> <p>TUPE staff gained confidence and consistency in EYFS delivery through tailored training and support.</p> <p>A coaching model was established, fostering reflective practice and embedding high-quality early years provision across the nursery.</p>	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
<p>Establish a coaching model to embed high-quality early years practice.</p>				
<p>EYFS Funding and Admissions Ensure accurate EYFS funding claims through robust tracking and census data.</p> <p>Develop and implement an admissions strategy to fill nursery places and promote provision to the community.</p>	<p>NJ and HK</p>	<p>Termly</p>	<p>EYFS funding claims were submitted accurately and on time, supported by robust tracking and census data systems.</p> <p>A strategic admissions plan was implemented, increasing nursery enrolment and raising community awareness of the new provision.</p> <p>Attendance and engagement were closely monitored, contributing to the nursery's sustainability and growth.</p>	

Actions	Lead role	Completion date	Expected Outcome	Status (BRAG rating) on progress to meeting action
Monitor attendance and engagement to ensure sustainability and growth of the nursery.				