



HOW WOOD PRIMARY  
SCHOOL

### School Improvement plan 2017/18

<b>Quality of Teaching</b>	<p><b><u>Priority 1:</u> <i>To raise achievement in reading so that progress continues to be good and attainment is above the national average</i></b></p> <p><b><u>Outcomes</u></b></p> <ul style="list-style-type: none"><li>➤The strengths and skills of all staff are utilised to lead and develop others</li><li>➤Teachers are consistent in their approach in the teaching of reading and writing</li><li>➤CPD targeted to support raising achievement in reading and writing</li><li>➤The profile of and achievement in reading and writing is raised</li></ul> <p><b><u>Priority 1.2:</u> <i>To raise achievement in spelling</i></b></p> <p><b><u>Outcomes</u></b></p> <ul style="list-style-type: none"><li>➤All year groups apply the spelling rules they have been taught, correctly spelling their year groups spelling or the phase spellings they have been taught.</li></ul>
<b>Achievement</b>	<p><b><u>Priority 2:</u> <i>To ensure that the 'borderline' group in core subjects are clearly identified and a key focus</i></b></p> <p><b><u>Outcomes</u></b></p> <ul style="list-style-type: none"><li>➤The majority of borderline children (broadly age-related) will be at age related expectation at the end of the academic year</li></ul>
<b>Assessment</b>	<p><b><u>Priority 3:</u> <i>To develop marking in Foundation subjects to ensure accurate assessment</i></b></p> <p><b><u>Outcomes</u></b></p> <ul style="list-style-type: none"><li>➤Greater consistency in 'next -step' marking across all subjects so that pupils know how to improve</li><li>➤AFL is used effectively so that pupils are clear of the learning expectation</li></ul>



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<b>Leadership and Management</b>	<p><b><i>Priority 4: To develop the senior leadership team so that clear roles and responsibilities develop greater capacity within the school</i></b></p> <p><b><u>Outcomes</u></b></p> <ul style="list-style-type: none"><li>➤ Increase capacity at all levels of leadership</li><li>➤ To further embed the schools' vision and fundamental British Values</li><li>➤ To ensure the safety and well-being of pupils at all times</li></ul> <p><b><i>Priority 4.2: To begin to develop a more creative, cross-curricular curriculum</i></b></p> <p><b><i>Outcomes</i></b></p> <ul style="list-style-type: none"><li>➤ Develop an exciting and more relevant curriculum for our children</li><li>➤ The children at How Wood will be involved in leading their learning</li><li>➤ Provide children with the skills to be resilient, enquiring and ready for challenges</li></ul>
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Quality of Teaching – Priority 1: To raise achievement in reading so that progress continues to be good and attainment is above the national average			
Objectives & Success criteria	Actions/ staff/ dates	Budgets / Resources	Evaluation & Review <i>Red - not achieved</i> <i>Amber - partly achieved</i> <i>Green - achieved</i>
Raise the profile of reading	<ul style="list-style-type: none"><li>➤DHT/English Subject Lead to attend English Clusters and feedback best practice</li><li>➤DHT/English Subject Lead to lead staff meeting half-termly with reading focus</li><li>➤Pupil Progress meetings to identify borderline children and ensure appropriate interventions and strategies are in place - half termly reviews to monitor</li><li>➤HfL assessment system is used to ensure gaps in learning are identified and targeted</li><li>➤Targeted phonic groups in KS1 during lunchtime, effectively utilising the additional 15 minutes of the KS1 lunchbreak</li><li>➤Pupils given opportunities to read widely and often across all subjects</li><li>➤All monitoring to focus on consistent T&amp;L of reading/Pop-in focus - guided reading</li><li>➤Up-to date Book lists shared with all parents</li><li>➤Recruit and train volunteers to act as Reading Buddies for targeted</li></ul>		



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	<p>children</p> <ul style="list-style-type: none"><li>➤ Audit current comprehension resources and supplement focusing on inference skills</li><li>➤ Home Learning to have a reading focus in KS2 and to be topic based with a focus on independent research to encourage reading -</li><li>➤ Reading Spine to be embedded to celebrate the joy of reading and increase opportunities for pupils to experience challenging texts</li><li>➤ Involvement in events that promote reading for pleasure</li></ul>		
<b>Quality of Teaching – Priority 1.2: To raise achievement in spelling</b>			
To raise achievement in spelling	<ul style="list-style-type: none"><li>➤ High expectations through ‘A Sentence a Day’ and non-negotiables e.g. WALT, date always corrected</li><li>➤ Misspelled year group/high frequency words or topic word/technical vocabulary across the curriculum are corrected with red-pen response (max 3 words)</li><li>➤ Embed Schofield and Sims spelling programme</li><li>➤ Spelling to be explicitly taught and profile of spelling raised across the school</li><li>➤ Identify underperforming groups and target through interventions</li><li>➤ Investigate alternative spelling programmes and online resources</li><li>➤ Weekly spellings set and tested years 2 to 6</li><li>➤ Raise the profile of spelling with parents through: Parent/teacher meetings/ parent evenings/ home learning</li></ul>		



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Achievement –Priority 2: To ensure that the ‘borderline’ group in core subjects are clearly identified and a key focus			
Outcomes			
Objectives & Success criteria	Actions/ staff/ dates	Budgets / Resources	Evaluation & Review
The majority of borderline children (broadly age-related) will be at age related expectation at the end of the academic year	<ul style="list-style-type: none"><li>➤ Raise the profile of this group to all teachers and support staff and include in performance management objectives</li><li>➤ Teachers to identify this group on planning and differentiate accordingly</li><li>➤ Staff meeting Book Looks to have ‘borderline’ group focus</li><li>➤ Through pupil progress meeting, borderline children will be identified and targeted and appropriate interventions and strategies put in place – half termly reviews to monitor</li><li>➤ HfL assessment system is used to ensure gaps in learning are identified and targeted</li><li>➤ Identified children targeted for extra home learning specific to their needs</li><li>➤ Parents to be informed and encouraged to support</li><li>➤ Early booster sessions for Year 6</li><li>➤ PPG budget allocated to support this group</li><li>➤ Recruit and train volunteers to act as extra support for targeted children</li></ul>		



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Assessment – Priority 3: <i>To develop marking in Foundation subjects to ensure accurate assessment</i>			
Objectives & Success criteria	Actions/ staff/ dates	Budgets / Resources	Evaluation & Review <i>Red - not achieved</i> <i>Amber - partly achieved</i> <i>Green - achieved</i>
Greater consistency in 'next -step' marking across all subjects so that pupils know how to improve and in line with year group expectations	<ul style="list-style-type: none"> <li>➤ Staff meeting Book Looks to focus on next step marking in foundation subjects</li> <li>➤ Good practice to be shared</li> <li>➤ Greater accountability for subject leaders in identified subject leader time</li> <li>➤ Link governors to focus on marking during visits</li> <li>➤ SLT to monitor Foundation Subjects termly and feedback</li> <li>➤ AFL is used effectively so that pupils are clear of the learning expectation</li> <li>➤ Pupils routinely have the opportunity to deepen their understanding by responding to feedback and marking</li> <li>➤ Time to respond to marking will be planned</li> <li>➤ Pupil voice to identify positive or negative impact of marking and feedback</li> <li>➤ Teachers will share success criteria with pupils in all lessons</li> </ul>		



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Leadership and Management – Priority 4: To develop the senior leadership team so that clear roles and responsibilities develop greater capacity within the school			
Objectives & Success Criteria	Actions/ staff/ dates	Budgets / Resources	Evaluation & Review <i>Red - not achieved</i> <i>Amber - partly achieved</i> <i>Green - achieved</i>
Increase capacity at all levels of leadership	<ul style="list-style-type: none"> <li>➤ Senior Leaders to have up-dated roles and responsibilities so that leadership is distributed and there are clear reporting lines</li> <li>➤ Key Stage meetings scheduled monthly with SIP as agenda item</li> <li>➤ SLT to report to governors &amp; HIP on progress and attainment for their Key Stage/SEND</li> <li>➤ Governors to complete audit to ensure succession planning and coverage of all key roles</li> </ul>		
Leadership and Management – Priority 4.2: To begin to develop a more creative, cross- curricular curriculum			
Develop an exciting and more relevant curriculum for our	<ul style="list-style-type: none"> <li>➤ Inset to agree curriculum drivers</li> <li>➤ Autumn 2 - teachers to plan using agreed curriculum drivers</li> <li>➤ Curriculum drivers identified on planning</li> </ul>		



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children where they are leading their learning	<ul style="list-style-type: none"><li>➤ Staff meeting to share ideas and good practice</li><li>➤ Book Looks and Learning Walks to evidence and share good practice</li><li>➤ Trips, visitors and enrichment days to have curriculum drivers at the heart</li><li>➤ Charities chosen with curriculum drivers in mind</li><li>➤ Learning environment to focus on curriculum drivers</li><li>➤ Pupil voice to evaluate changes – Spring 1</li><li>➤ Children involved in planning for following year – Summer 2</li></ul>		
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