HOLLICKWOOD school

School Improvement Plan 2017-18 Overview – September 2017

Objective: To improve outcomes for all children and be recognised as a Good school that is on the path to becoming Outstanding within three years			
Priority area 1: Attendance	**Priority area 2: Outcomes**	**Priority area 3: Teaching**	**Priority area 4: Leadership and Management**
Aim: To reduce Persistent Absence amongst the children so that attendance is above 96%	Aim: To improve outcomes in all areas so that all pupils make at least good progress in all subjects in all year groups and attainment is at least in line with national averages in all phases	Aim: To further improve teaching so that it provides effective challenge for all learners and delivers improved attainment and progress	Aim: For leaders' plans to include ambitious and measurable targets based on robust and accurate assessments and sharply focused actions leading to rapid improvement
We will know we have achieved this when: • Our yearly attendance rate is above 96% and the number of PA children is less than 10	We will know we have achieved this when: • Progress in Reception is at least good for all pupils and, on average, is better than expected (above 3 points) and APS is in line with national average • Outcomes at the end of KS1 are in line with national averages, particularly GDS in writing and maths • Attainment and progress in reading are at least in line with national averages at the end of KS2 in summer 2018 for all groups • Progress and attainment for DA pupils at the end of KS2 improve so that they are in line with national averages in summer 2018, including at GDS • Progress through KS2 is strong for all groups in all areas with an increasing proportion of children achieving the expected standard in each year group by summer 18	We will know we have achieved this when: • Lesson observations show that teachers are providing appropriate challenge, and support, for all learners, including the more able, so that progress is evident in all lessons • Monitoring of books show that the needs of all are being addressed, assessment is accurate and there is good progress for all • Feedback can be seen to support rapid progress in all subjects, policy is being adhered to by all teaching staff • All development points are followed up promptly so that there is immediate impact • Teachers make good use of assessment information and Pupil Asset is up to date and accurate • Spelling, punctuation and grammar are taught systematically	We will know we have achieved this when: • Leaders plans identify areas for development and address these in a way that enables rapid improvement as evidenced by termly data • Leader's plans include ambitious and measurable targets at each phase and in each subject • Monitoring of children's work at eight-weekly book scrutinies shows that progress is good in all areas for all groups and that plans are being actioned effectively • Leaders have clear lines of accountability