

HAWLEY PRIMARY SCHOOL

School Improvement Plan

2023 - 2024

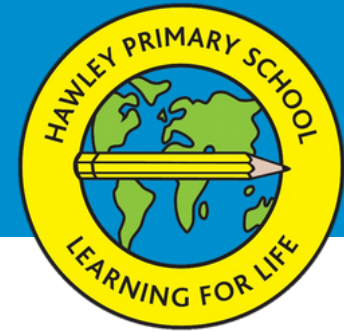
**Respect, Resilience,
Creativity
Learning for Life**

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Hawley Road | Blackwater | Camberley | Surrey | GU17 9BH



Our Mission Statement

"Learning for life"

Our Vision

Hawley Primary School is committed to meeting the needs of individuals by creating a caring, stimulating and challenging environment which enables everyone to fulfil their potential. Our vision statement reflects our commitment to this:

H Happy and healthy

A Aiming high

W Working together

L Learning to grow

E Encouraging empathy

Y Yes you can!

Our School

Hawley Primary School is a Hampshire Primary School, welcoming children between the ages of 4 and 11 years.

The school itself was founded in 1854 and now combines the Victorian building with newer facilities built in more recent years. The accommodation consists of 11 classroom bases, with interactive whiteboards, a large hall, playground and an inviting field space.

The grounds also include an extensive outdoor learning area for children EYFS, a trim-trail, imaginary playzone, forest school inspired learning zone, a vegetable garden and a pond area. We have a computing suite housing PCs and digital devices, a newly refurbished Food Technology area, our Fiction and Fact-Finding Factory Library spaces.

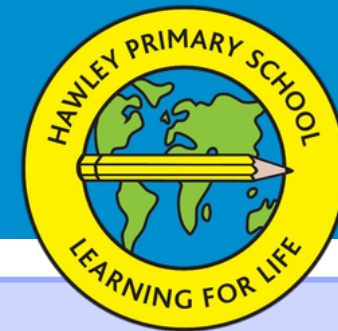
Hawley Primary School was inspected in March 2022 and graded **good**.



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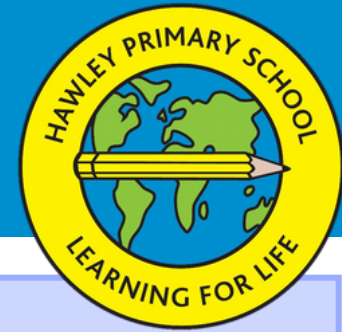
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SCHOOL CONTEXT: SEPTEMBER 2023

Number of pupils on roll:	311	Number of pupils eligible for pupil premium:	42	Number of pupils with an education, health, and care (EHC) plan:	14
Percentage of pupils on track to meet expected standard/attainment targets in reading, writing & maths combined:	Y1 = 80% Y2 = 78% Y3 = 71% Y4 = 67% Y5 = 79% Y6 = 72%	Percentage of pupils on track to exceed expected standard/attainment targets in reading, writing & maths combined:	Y1 = 0% Y2 = 4% Y3 = 11% Y4 = 9% Y5 = 20% Y6 = 18%	Number of pupils currently not on track to meet expected standard/attainment targets in reading, writing & maths combined:	Y1 = 20% Y2 = 22% Y3 = 19% Y4 = 23% Y5 = 21% Y6 = 18%
Most recent Ofsted grade:	Good	Attendance Persistent absence	96.14% (Sept 2023)	Staff turnover for the previous year:	3 staff left 1 new teacher (July 2023)
Percentage of pupils with English as an additional language (EAL):	3% (13 children)	Pupil achievement = RWM Secure+ (July 2023) • EYFS = GLD • KS1 • KS2	80% 71% 55%	Pupil achievement by characteristic = RWM Secure+ (July 2023) • Disadvantaged • EAL • Boys • Girls	50% 80% 56.9% 71.7%
Key Ofsted actions from last report:	<ul style="list-style-type: none"> Teachers do not always have the specific subject knowledge needed to deliver the revised curriculum. As a result, teaching does not build on pupils' prior learning as well as it could in some subjects. Leaders' actions show that they are in the process of developing the sequencing of lessons and supporting teachers in their delivery and subject knowledge. For this reason, the transitional arrangements have been applied. In previous years, governors have not been actively involved in deciding the improvement priorities of the school. They are working closely with the new leadership team and their understanding of the school's needs is rapidly improving. Governors need to build on their existing work to further increase their oversight of school development. This will support leaders to identify what is working well and what needs to be prioritised for improvement. 				



OBJECTIVES FOR 2023-2024

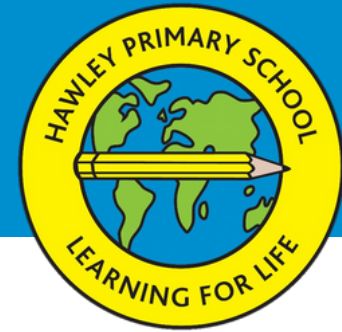
Achievement gap issues	Achievement of SEND and disadvantaged pupils is lower than their peers at the end of KS1 & KS2. Lower percentage of children attaining ARE+ in the combined areas of Reading, Writing & Maths when compared locally and nationally at the end of KS2. Low percentage of children attaining Writing ARE + at the end of KS2 when compared locally and nationally.
Objective 1	To increase the proportion of children achieving writing ARE+ at the end of Key Stage Two.
Objective 2	To ensure a higher proportion of children achieve expected or greater depth standard across Reading, Writing and Maths combined.
Objective 3	To continue to narrow the gap between SEND and disadvantaged pupils in relation to their peers
Objective 4	High expectations for all pupils, including those with SEND
Objective 5	All children demonstrate a strong and resilient attitude to self and their learning

Key areas to improve:

- Embed new school ethos to permeate all areas of school life, impacting on behaviour
- Reading, Writing, Maths combined standards throughout the school

Key performance indicators for the next 3 years - RWM Combined

2021-2022		2022-2023		2023 - 2024		2024 - 2025	
KS1	KS2	KS1	KS2	KS1	KS2	KS1	KS2
61%	44%	71%	55%	75%	75%	80%	80%

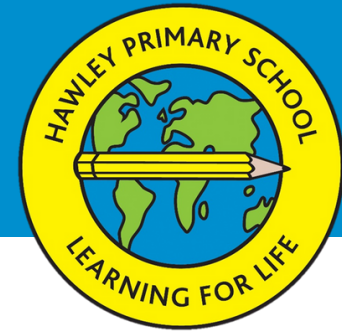


Quality of Education

Hawley Primary School to deliver consistent, high-quality strategies for teaching and learning across all year groups. The curriculum and it's provision is **equitable for all** working within a mixed-year format. Through the changes in the school structure, this has no impact on standards or provision.

Quality of Education Whole School Structure

- All classes from Y1-Y6 are organised in a two-year mixed age format.
- Teaching teams collaborate to share the workload by sharing the differentiated planning and differentiated resource preparation.
- To continue to improve the percentage of children achieving the combined measure.
- The learning environment is consistent throughout the phase
- Children display a greater independence to attempt challenging tasks.



Strategic Priorities

Quality of Education: Writing

- Writing across the curriculum is of an improved standard across the school
- Clear non-negotiable expectations are followed by all
- Staff and children have a clear grasp of pre-handwriting skills (OT knowledge) to ensure that there is clear understanding why we are doing each movement
- Standards in writing in all subject areas are improved

Quality of Education: Outdoor Learning

- All children have regular access to outdoor learning opportunities across the curriculum
- All children have engaging outdoor learning experiences
- Intervention groups support additional needs through a range of approaches, including outdoor learning

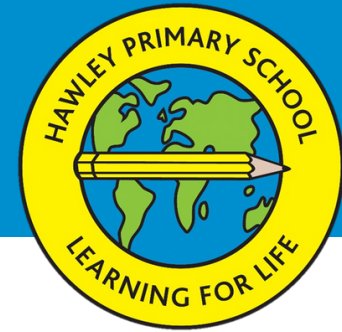
Quality of Education: Maths

- In Maths lessons, there is a consistency of teaching methods in mixed classes (TLR Project)
- PACE Maths project improves pupil independence, confidence and problem solving skills through improved metacognition
- PACE Maths project improves teacher questioning and confidence and mathematical teaching.

PACE = Planning, Applying, Checking, Evaluating

"Tell me and I forget. Teach me and I remember. Involve me and I learn".

Benjamin Franklin



Strategic Priorities Continued

Behaviour and Attitudes

- Hawley Primary School achieves the Silver MyHappyMind award by continual implementation and impact of the programme in school
- The School community is supported by the Mental Health Lead and strategies as part of the PSHE curriculum
- Specialist intervention groups for identified pupils focus on behaviour and positive social interactions

Personal Development

- All staff adopt mediated learning approaches as part of their daily practice to support learners thrive.
- We are a trauma informed school, supporting vulnerable children.
- Use a range of strategies to allow children to build resilience and ability to succeed in the face of challenge
- Pupil voice groups have impact in school improvement within the local community

Leadership and Management

- Through a range of professional development opportunities, Hawley Primary School grow leaders e.g., TE level 3 forest school, BS NPQLPM, ECT mentor training
- Meaningful links are forged with staff and their link governors to impact on school improvement.

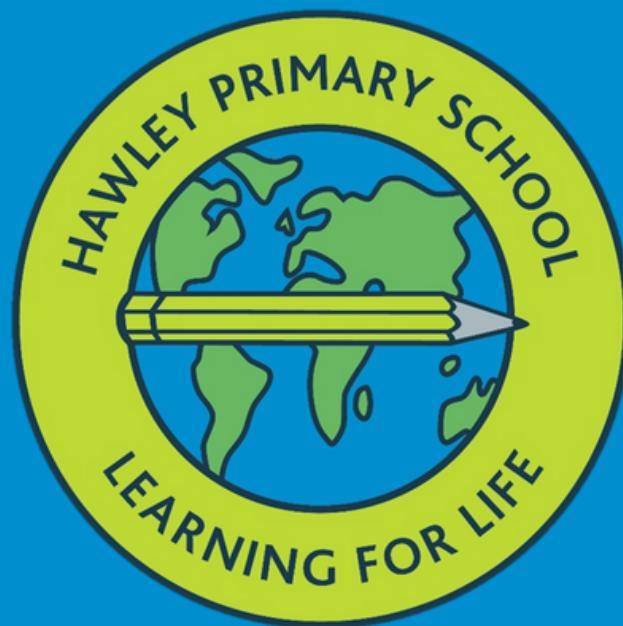
“Teachers open the door, but you must enter by yourself.”

Chinese Proverb

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