



Wood Field Primary School

Headteacher – Ann Pratt





Head of Oak Field – Claire Worthy

Deputy Head - Jenny Ryan



School Improvement Plan
September 2025-July 2026

Priorities - At a Glance

<p>Priority ONE</p> 	<p><i>Writing progress accelerated for all groups, particularly Pupil Premium Not SEN pupils and GDS pupils</i></p>
<p>Priority TWO</p> 	<p><i>Expansion of Oak Field and Parent Partnership, inclusive of Attendance, increased PAN</i></p>
<p>Priority THREE</p> 	<p><i>Pastoral and Curriculum Enrichment</i></p>
<p>Priority FOUR</p> 	<p><i>Curriculum Enhancement at Oak Field</i></p>

OVERVIEW				
Improvement Priority	Rationale / Root Cause	Current Position	Expected outcomes	Total cost (column to be used 26/27 sch. Yr)
<p>PRIORITY 1 - WOOD FIELD- WRITING Curriculum -</p> <p>To ensure learning activities and experiences in writing lead to accelerated progress for all groups, especially Pupil Premium not SEND(PPNS) and Special Educational Needs (SEN) children whose outcomes are lagging behind the other groups.</p>	<p>Priority stemmed from not giving enough opportunities for writing to stem from contextual learning such as school trips or whole school writing days</p>	<ul style="list-style-type: none"> - Writing outcome: Improved for GDS pupils across the school (except year 6). - In 2024/25 all year groups have seen an increase in the percentage of GDS pupils except year 6. - Writing leads have worked closely with Clare Ward from the trust to improve outcomes for GDS pupils. - PDM specifically targeting GDS knowledge for teachers 	<ul style="list-style-type: none"> - Improved KS2 test writing outcomes- more GDS - Accelerated progress in writing for PP and SEN pupils. - Increased engagement and achievement in writing across all pupil groups. 	<p>To be reviewed</p>
<p>PRIORITY 2 - Leadership - OF & WF</p> <p>a. Oakfield Expansion</p>	<p>Oak Field is oversubscribed and has a good reputation in the Sutton community.</p>	<p>Currently there are 58 children on roll at Oak Field. In September 2025 there will be 62 on roll, over 10 classes.</p> <p>Going forward, each year we enroll 12 children in reception, 2 classes in reception, until we have 14 classes across Oak Field. These classes will be split across the existing Oak Field building and area at Wood Field.</p>	<ul style="list-style-type: none"> - Classrooms and shared spaces are adapted and ready for the September start. - Rooms are well resourced. - Parents are keen to express an interest to come to Oak Field. 	<p>LA funded</p>

<p>b. Parent Partnership and marketing of school</p>	<p>Reduction in the main school PAN from 4 to 2 form entry. Flat reputation of the main school</p>	<p>PAN used to be 120, now reduced to 60 in Y3, 2, 1, R</p>	<ul style="list-style-type: none"> - Strengthened parent partnerships and community engagement - Improved attendance to school workshops and training. - enhanced school reputation and marketing presence - improved communication between school and families. - Improved use of the school website to share key information. 	<p>TBC</p>
<p>PRIORITY 3. Pastoral and curriculum enrichment -WOOD FIELD</p> <p>Enrichment & the love of learning especially in writing</p>	<p>We want Educational visits to provide authentic, memorable experiences that give pupils real purpose and audience for their writing.</p> <p>Provide memorable life experiences for children that otherwise wouldn't happen, linking to the next stage of education, futures and careers where possible. With a particular focus on PPG.</p>	<p>When children have first-hand experiences to draw upon, their writing becomes more vivid, detailed, and engaging, leading to improved outcomes across all writing genres.</p> <p>50 things to do before you leave Wood Field list takes place during Character Curriculum week, further enrichment opportunities could supplement this throughout the year as rewards or special visits for pupil leader groups.</p>	<ul style="list-style-type: none"> - Enhanced enrichment opportunities across the school - increased pupil engagement making links with the love of writing. - Pupil leader groups will feel a sense of pride to represent their school. - PPG and all children will take part in activities that wouldn't usually be possible. 	<p>TBC</p>

<p>PRIORITY 4 - Oak Field (autistic base) Curriculum - Development of Oak Field's bespoke curriculum</p> <ul style="list-style-type: none"> i. Leaders writing a new curriculum which focuses on small steps and depth of understanding. ii. Progressively roll out subject specific curriculums. iii. Introduce and implement evidence for learning to capture the children's progress within their PLIMs and Early Year areas of learning. 	<p>Leaders have recognised that the change in cohort of children over the years has meant that the curriculum needed to be adapted to support our children with the most complex needs.</p>	<ul style="list-style-type: none"> - Oak Field's curriculum has been highlighted as a strength in OFSTED, however in order to be reactive to the needs of children now coming into Oak Field, further adaptations are being put in place. 	<ul style="list-style-type: none"> - Consistent schemes of work allows teachers to plan and deliver learning opportunities well matched to the children's needs. - Accurate assessment which celebrates the small steps in children's learning and provides realistic next steps. - Successful assessment ensures all staff know the children's next steps. 	<p>£6000 training allocated to OF from LA for the training to our children with most complex needs.</p> <p>Money allocated from GLT for EY training.</p>
<p>MONITORING AND EVALUATION: <i>Termly Progress reviews, Ongoing data analysis, audit reviews, budgeting reviews with FBP, annual impact assessment.</i></p>				
<p>REPORTING: Half - Termly reports to governors Termly website updates.</p>				

FULL BREAKDOWN OF ACTIONS and ACTIVITIES

Key for Rag Rating: 27/11/25 Term 2	Action changed/ amended or scheduled for later in the year	Milestone complete / Achieved	Milestone partially achieved	Milestone not started	Milestone carried over to next year		
Priority one: Curriculum - WOOD FIELD - Writing	Success criteria: What will we see if all actions are completed (Impact) - Improved KS2 test writing outcomes- more GDS & Accelerated progress in writing for PPNS, PP and SEN pupils across the school.						
	Autumn		Spring		Summer		
Actions	Lead	Performance Milestone	Rag Rating	Performance Milestone	Rag Rating	Performance Milestone	Rag Rating
Whole school writing days & hand writing competitions	FM PZ	Establish dates and topics for writing days. Publish on staff calendar and in assembly. Pilot in KS2 classes & evaluate participation and quality of writing		Extend pilot to KS1 classes		Evaluate the impact on writing outcomes across the school.	
In leading up to published writers - Establish weekly writing support groups with reduced ratios and multisensory approaches	FM PZ	Using baseline assessments and cold write opportunities, teachers choose writing intervention groups for PP not SEND children in their classes. These are to be led by the teachers during assembly time (3x per week) to ensure consistency.		Pupils demonstrate increased creativity and confidence in these sessions. Feedback from staff and pupils used to refine and change approach as necessary. Writing assessments shared with Writing Leads to check for progress. Opportunities to share written work in school e.g. displays and social media posts.		Success in the children's writing is celebrated and further changes to the groups approaches/students attending the groups (depending on progress).	


Introduce writing laureate ties and pen licenses Talk for writing program to ensure engagement and enjoyment	AP FM PZ	Research where to draw the funds from for the ties & pens, and introduce the concept to all staff. <i>Visit other schools in the trust to see how it works</i>		use data from teachers' assessment to get list ready to give out ties & pens <i>Research costs and create and action plan to support this programme</i>		staff and pupils begin to get familiar with the ties and pens. <i>Trial begins.</i>	
Oracy activities through collaboration with the GLT Oracy group	AT EP PZ	Establish collaboration with GLT oracy group (Claire Ward?) Writing Leads perform school oracy audits to identify areas for development. Introduce oracy activities to teachers to use in the classroom during the PDM slot.		CPD sessions provided for staff. Writing Leads to perform learning walks to ensure oracy practice embedded across the school. Progress seen in pupils speaking and listening skills as assessed by teachers and through assessments. Pupil voice through surveys.		Pupils participate in planned oracy performances e.g. debates, assemblies and plays. Continue to monitor the impact through learning walks and assessment. Evidence to show improved speaking and listening skills achieved.	
Free writing opportunities - Create peer mentoring systems pairing confident writers with PPN SEN pupils	AP FM	Share the concept and phase leaders to start the matching process. Locate a space for this to happen		Begin the sessions, year leads/ writing leads to monitor impact through assessment and observations.		Continue to monitor the impact and change the pairings if needed.	
Train staff in dyslexia-friendly writing strategies and assistive technology	CW LS	Budget depending, research on outside provider to train staff		Depends on the budget		Evaluate occurrence	
Monitoring: Monthly pupil progress meetings, termly data analysis, learning walks focusing on writing provision, and regular review of intervention impact.							
Autumn Review			Spring Review			Summer Review	

Key for Rag Rating:	Action changed/ amended or scheduled for later in the year	Milestone complete / Achieved	Milestone partially achieved	Milestone not started	Milestone carried over to next year		
Priority two: Leadership - WF & OF	Success criteria: What will we see if all actions are completed (Impact) <ul style="list-style-type: none"> - Classrooms and shared spaces are adapted and ready for the September start & Rooms are well resourced. 						
	Autumn		Spring		Summer		
Actions	Lead	Performance Milestone	Rag Rating	Performance Milestone	Rag Rating	Performance Milestone	Rag Rating
Ensure Oak Field is fully staffed for September 2026	CW	Staff planning audit to work out recruitment needs.		Advertise roles.		Recruit staff for additional class and other gaps.	
Ensure the new classroom is fully resourced	CW TW	Curriculum resources audit, including planning for future topics and the needs of children.		Order resources.		Complete forms to LA for reimbursement.	
Partnership with families: Success Criteria - Parents are keen to express an interest to come to Wood Field/Oak Field Primary School.							
Improved attendance to school workshops and training	AB GN CB TW	Survey parents to identify preferred times, topics, formats (virtual, in-person, hybrid)		Schedule workshops at varied times to accommodate different work schedules Provide refreshment send multiple reminders offer incentives like certificates of completion		Review the workshops that have taken place and partner with local businesses to provide door prizes/ sponsor events to promote the next set of workshops - to encourage repeat attendance	
Enhanced school reputation and marketing presence	AP JR CG	-Order & put up banners to show WF being a successful school -Change FSW hours		Create short bursts of success stories/ pupil achievements and positive news regularly to share with families		review school Brochure, drop in sessions and impact of school tours	

Autumn Review	Spring Review	Summer Review

Key for Rag Rating:	Action changed/ amended or scheduled for later in the year	Milestone complete / Achieved	Milestone partially achieved	Milestone not started	Milestone carried over to next year		
Priority three: WOOD FIELD - Pastoral & Curriculum Enrichment	Success criteria: What will we see if all actions are completed (Impact) <ul style="list-style-type: none"> - Enhanced enrichment opportunities across the school & increased pupil engagement making links with the love of writing. 						
	Autumn		Spring		Summer		
Actions	Lead	Performance Milestone	Rag Rating	Performance Milestone	Rag Rating	Performance Milestone	Rag Rating
Extend and fully utilise partnership with Trinity School	MS LJ	Make contact with Trinity school and take up offers for WF		Ensure there are increased opportunities for children, especially vulnerable pupils		Evaluate the impact the activities have had on the pupils who have benefited from the activities	
Raise the profile of the character curriculum across the school	MS	1/9/25 INSET day input		Review progress of use of the Character Curriculum		Enrichment weeks include activities that align with the character curriculum	
Broaden the range of trips offered as an enrichment opportunity	MS JR	Seek other academic trips out of those on a rolling program.		Ensure every year group has had/ waiting to in the summer term had a different opportunity		evaluate qualitative impact on pupils' confidence etc using surveys	
Enter a wider range of extra-curricular events (competitions/festivals etc)	MS TV AS All	Seek other extra curricular events out of those on a rolling program.		Ensure tracking shows uptake of PP/SEND/ Vulnerable pupils		evaluate and plan for sustainability for future years.	
Offer a broader range of internal events/competitions for children to engage with at school (e.g. spelling bee)	MS	Planned activities are inviting and exciting for all groups of pupils		starting points for uptake recorded and tracked		Offer to as many pupils as possible with recommendation from staff. Note recommendations from staff and discuss impact at handover	

Autumn Review	Spring Review	Summer Review

Key for Rag Rating:	Action changed/ amended or scheduled for later in the year	Milestone complete / Achieved	Milestone partially achieved	Milestone not started	Milestone carried over to next year		
Priority four: Oak Field Curriculum	Success criteria: What will we see if all actions are completed (Impact)						
	Autumn		Spring		Summer		
Actions	Lead	Performance Milestone	Rag Rating	Performance Milestone	Rag Rating	Performance Milestone	Rag Rating
Curriculum review to restructure Oak Field's curriculum	CW TW LH	Plan the order of curriculum implementation for 2025 / 2026		Curriculum and maths lead to roll out the new maths curriculum		Progressively roll out subject specific curriculums.	
Introduce and implement evidence for learning to capture the children's progress within their PLIMs	LH CW TW	All staff use evidence for learning to collect evidence for PLIMs and Early Year areas of learning.		Roll out next subjects for curriculum implementation.		Roll out next subjects for curriculum implementation.	
Plan the order of curriculum implementation for 2025 / 2026	CW	 Curriculum implement... Claire and Nicki to edit the plan curriculum changes.		Subject leaders are given time to continue their curriculum writing.		Subject leaders are given time with SMT to share curriculum documents and plan implementation.	
Curriculum and maths lead to roll out the new maths curriculum	CW / LH	Maths lead to deliver PDM sessions on using the maths curriculum tools.		Maths assessment to be uploaded on to evidence for learning and replace 'b squared'.		Maths lead to monitor maths teaching through learning walks and DDIs.	
All staff to use evidence for learning to collect evidence for PLIMs	CW	Setup Ipads with the correct frameworks attached to the accounts.		Deliver training for all staff to use EFL.		Monitor and evaluate evidence collected during pupil progress meetings.	

Roll out next subjects for curriculum implementation.	CW	Subject leader to meet with SLT to plan implementation.		Subject leader to deliver PDM sessions on curriculum changes.		Subject leader and curriculum to monitor curriculum implementation through learning walks and DDI.	
Autumn Review			Spring Review			Summer Review	