



# SCHOOL IMPROVEMENT PLAN 2020 - 21

Westfield Primary School and Nursery 2020 - 21 School Improvement Plan

## Updated:

### Outcomes - Headlines

Statutory Assessments 2019

EYFS GLD: 72.5 %

Y1 Phonics: 87%

Y2 Phonics: 80% (92% overall)

Predicted 2020

70% (Slightly below national due to SALT pupils)

85%

	2019		Predicted 2020	
Year 2			ARE	GD
All			72%	11%
Writing	68%	10%	79%	11%
Reading	71%	18%	87%	18%
Maths	73%	12%	80%	15%

	2019		Predicted 2020	
Year 6			ARE	GD
All	83%	4%	74%	12%
Writing	92%	21%	78%	25%
Reading	90%	31%	85%	37%
Maths	88%	42%	88%	24%

## Areas for development – from OFSTED month 2015

It is not yet an outstanding school because:

- Achievement in writing is lagging behind reading and mathematics.
- Pupils do not always show sufficient care and pride in the way they present their work.
- Teachers do not always ensure that pupils provide work of sufficiently high quality.

Ensure that more pupils make rapid progress in writing by:

- prioritising aspects of writing within the school's plans for improvement so that all teachers and governors know what is expected
- helping pupils to develop a neat, fluent handwriting style so that they have the skills they need to write more rapidly and at length
- helping pupils to develop their writing skills in interesting ways across all the subjects they learn
- making sure that teachers always have the same high expectations about the quality of writing, whether pupils are writing in English lessons or in other subjects
- making sure that the comments teachers write when they mark pupils' work are more helpful in explaining to pupils how they can improve.



# SCHOOL IMPROVEMENT PLAN 2020 - 21



## Summary of Actions

### Quality of Education

- Recovery Curriculum
- Ensure leaders and subject leaders clarify the intent for each curriculum area, so that learning is carefully sequenced and pupils gain, remember and apply deep and useful body of knowledge.
- Pupils with SEND and those who are disadvantaged by low starting points in reading acquire strong knowledge across the curriculum
- identify for each underperforming PP pupil's barrier to learning
- Further improve the teaching of Early reading and implement the school's planned intent for reading, so that all pupils make enough progress to meet or exceed the standards expected for their age.
- The planned curriculum meets the needs pupils in the context by supporting the extension of their cultural capital and the promotion of fundamental British values.
- Undertake Peer observations to disseminate good practice
- Targeted CPD to increase subject knowledge

### Behaviour

- Staff and leaders to ensure that attitudes to lessons universally positive.
- Take decisive action to promote good attendance and to prevent bullying and discrimination.
- EWO to target families and individuals with poor attendance
- Further develop pupil voice and engagement in aspects of behaviour and safety
- To further develop high pupil aspirations, ownership of learning and success

### Personal Development

- Develop a systematically planned programme of curricular activity to develop pupils' character, their spiritual moral social and cultural development and understanding of British values

### Leadership and Management

- To promote all teachers as 'leaders of learning' ensuring effective quality assurance and quality first outcomes for pupils
- Improve parental engagement/involvement in children's learning. Overcome barriers to learning that are experienced at home
- TA appraisals have initial performance management objectives linked to pupil performance.
- Peer observations to further develop the skills and approaches of all staff and enable them to work on real priorities in their own classroom and school.
- Develop subject leaders who are knowledgeable and familiar with their subject across the school

### EYFS

- To ensure effective quality assurance and quality first outcomes for pupils
- To ensure consistent high expectations are regularly maintained in the quality of provision across the Foundation Stage
- To develop vocabulary and language skills with particular focus on speaking, reading and comprehension
- To create Nursery SEN systems and procedures supporting children with additional needs.
- To improve the nursery environment to enable child initiated learning.
- Develop strategies to support EYPP children and their families.



# SCHOOL IMPROVEMENT PLAN 2020 - 21



Quality of Education

Behaviour

Personal Development

Leadership and Management

Governance

## Recovery Curriculum – Post Covid

Childrens' learning and our progress in the development of a well sequenced curriculum was disrupted by the Covid pandemic. Teaching will be targeted at filling specific gaps

### Success Criteria going forward:

- Following the disruption of Covid 19, schools use their assessments to ensure that pupils catch up with vital learning from the previous stage and their understanding is secure before moving on.

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitor ing	Resources /cost	Status
1	Ensure children catch-up following significant disruption from Covid-19	<p>Use catch-up curriculum plan to ensure all aspects of the curriculum for the core subjects are covered. Focus on number and calculation in mathematics, phonics and reading, handwriting and spelling in writing Reduce the teaching of non-core subjects for one term so that pupils can secure the basics of reading, writing and maths. YARC assessment to test and diagnose reading capability for the lowest 20% of readers and adjust plans accordingly. Use entry and exit quizzes to establish gaps in History, Geography, Science and RE.</p> <p>Covid19 catch up teacher to deliver catch up sessions for children disadvantaged by the Covid-19 pandemic and who may have 'fallen behind.'</p> <p>Also provide support in the event of a Year group or whole school Lockdown, providing and marking online work and tutoring through the use of video conferencing</p>	<p>2 Months</p> <p>I year</p>	HT and FGB	<p>Catch-up curriculum in place for September.</p> <p>September to November</p> <p>Data drops: Dec Mar June</p>	<p>At least 80% of pupils achieve ARE in NFER arithmetic tests by Spring data drop. 80% ARE in maths by June. 80% achieve ARE in reading and writing by June. Bottom 20% readers have carefully targeted teaching and catch up towards their chronological age in reading: they make at least 15 months progress in reading progress and comprehension over the year At least 85% of pupils are secure in exit quizzes in science and topic from previous years learning by October half term. At least 80% advancing stage in milestones for topic and science in Year 2, 4 and 6 and at least 80% at basic understanding in Year 1, 3 and 5. Pupils have caught up to ARE by Christmas in reading, writing and maths</p>	SLT Eng and Maths Leads	M6 - £49,724	



# SCHOOL IMPROVEMENT PLAN 2020 - 21



## Quality of education

**Curriculum intent :** aims of the curriculum, the end points it builds towards, how it is sequenced, how the curriculum reflects the local context, the adaptations for SEND and disadvantaged pupils. **Curriculum Implementation:** teachers' subject knowledge, the quality of teaching, the design of lessons and sequences of lessons, use of assessment, match of tasks. quality of teaching of reading, phonics teaching. **Curriculum impact:** Outcomes, especially progress for SEND and disadvantaged pupils, quality of work across the curriculum, pupils' fluency and comprehension in reading and mathematical knowledge, the school's assessment of its curriculum milestones

**Summary from SEF** – Ensure leaders and subject leaders clarify the intent for each curriculum area, so that learning is carefully sequenced and pupils gain, remember and apply deep and useful body of knowledge.

### Success Criteria going forward-

- Ensure each subject is carefully planned and sequenced so that pupils gain new knowledge through key concepts which tie together the subject topics into meaningful schema. ( Focus on history, geography, science, reading and mathematics in the first instance )
- Rationale and aims of the curriculum design are shared across the school and fully understood by all staff, key knowledge and concepts are agreed and planned carefully.
- Pupils deepen their understanding by applying their knowledge to more complex tasks once they have committed key knowledge to long term memory
- Key concepts are assessed using “ milestone “ assessment criteria which provide the “ progression model “ for the curriculum and agreed end points for learning
- Pupils' workbooks and pupil conferences show that they know and remember the key knowledge in the agreed curriculum. Almost all pupils demonstrate application of the key knowledge by the end of Y2, 4 and Y6 in each subject area
- Pupils demonstrate deeper understanding in more complex tasks as a result of knowing and remembering more of the curriculum.

	Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	<p>Foundation subject leaders are clear about intent in long term plans, agree end points and schema for each subject. In medium term plans, pupils' reading is prioritised as well as promotion of British values.</p> <p>Plans indicate how lost learning will be caught up, the most important concepts and knowledge to be caught up</p>	<p>Formative assessment including low stakes assessment in T1-2</p> <p>Plan guided reading texts T1 to support the curriculum</p> <p>Decide crucial content, what to teach in detail and at a basic level</p> <p>Subject leaders review long term plans</p>	T1-6	HT and SLT	<p>Long term plans adapted T1, medium term plans</p> <p>Revision curriculum through key concepts T1-6</p> <p>POP tasks in T3-6 indicate progression and strong understanding of key knowledge ( at least 80% at milestones )</p>	<p>Teachers are confident in their knowledge of what is expected of pupils in foundation subjects</p> <p>Teachers' planning reflects the agreed key content , and threshold concepts are used well to help pupils catch up <b>on missed learning</b></p> <p>Plans have been adapted in the light of lost learning to help pupils catch up quickly,</p>	Long and medium term plans - Middle Leaders		



# SCHOOL IMPROVEMENT PLAN 2020 - 21



		<p>Support teachers with medium and short term planning</p> <p>Provide ongoing CPD to staff to strengthen their knowledge of expectations across each phase of learning, and their use of formative assessment</p> <p>Revise knowledge organisers for non-core subjects to reflect the crucial learning</p>				<p>teaching targets specifics gaps</p> <p>Records of subject leader interview show that can articulate the key concepts and how pupils use them to recall knowledge</p> <p>At least 80% of pupils achieve the standard expected for their age in milestones in history, geography, RE Science</p>			
2	Secure teachers' use of assessment to plan appropriately challenging work in foundation subjects an help pupils catch up quickly	<p>Plan low stakes quizzes and use knowledge organisers to support low stakes formative assessment</p> <p>Plan opportunities for pupils to recall key concepts in frequent short bursts</p> <p>Use developmental milestones as criteria for planning catch up lessons</p> <p>A range of strategies in class, entry and exit, quadrant quizzes etc.</p> <p>Improve teachers' knowledge of milestones with moderation of POP tasks in T3-6 ( history, geography, science RE</p>	Spr term	HT and SLT		<p>Pupils achieve well in foundation subjects, they recall component knowledge well in pupil interviews</p> <p>Subject leader records show that teachers know the progression model ( milestones) for their subject area</p> <p>Lesson visit records Low stakes quizzes are used well in lessons</p> <p>Moderation and teacher interview records show that teachers understand developmental milestones in history, geography, /RE, science</p>	Subject standards and achievement analysis reports, evaluations and actions Subject portfolios Monitoring and evaluation records Impact of leadership e.g. provision mapping, team teaching, planning support, observation records, pupil voice		
3	Leaders support teachers to use outcomes of POP tasks to inform further teaching and make sure pupils have secured key knowledge.	<p>Introduce termly assessment tracking, analysis and provision models across all areas of the curriculum</p> <p>Targeted CPD to develop phase and middle manager's data analysis and action planning skills</p> <p>Ongoing monitoring and evaluation of curriculum coverage and challenge</p>	Spr Term	HT and SLT  Subject Leaders	<p>Dec 2020 – check all assessment tasks have been undertaken</p> <p>April 2021 – moderation of data</p> <p>July 2021 – evaluation of assessment data and how it informs future planning/teaching of subject</p>	<p>Discussion and moderation of pupils' work at key points leads to improvements to planning and teaching</p>	HT/DH		



## SCHOOL IMPROVEMENT PLAN 2020 - 21



	Ensure children are supported in developing long-term memory, cultural capital and fluency in their learning.	Ensure planning includes threshold concepts with 'loops' of learning to ensure reception and recall is a major feature of learning. Threshold concepts are used to frame new information, especially in non-core subjects. Practice tasks and learn knowledge and functions that are important for long-term memory and then subsequent learning - times tables, spelling rules, mathematical functions, etc.	2 months		By January 2021 all planning, assessment and POP tasks, etc. completed, have feedback loops identified. By June 2021, evidence in subject leaders' monitoring records By June 2021 evidence in subject leaders' monitoring records	Leaders can identify how low stakes quizzes and spaced repetition is used in planning. Lesson visits show how pupils build on prior learning and build schema. Lesson visits show how recall activities are used to build long-term memory and reframe learning if needed. Pupil interviews and book checks show progression in understanding of threshold concepts, building over time  At least 80% of pupils achieve milestones for their age in hist, geog, RE science			
--	---	---	----------	--	--	---	--	--	--

### SEND

#### Summary from SEF:

Pupils with SEND and those who are disadvantaged by low starting points in reading acquire strong knowledge across the curriculum

#### Success Criteria going forward

- Interventions focused on pupils reading enable them to make strong demonstrable progress in phonics, reading fluency and reading comprehension
- Interventions in mathematics and writing focus on the prior learning needed to achieve curricular milestones

	Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	A coached review of SEND practice in collaboration with the SENDCO.  Facilitate the effective delivery of a SEND action plan for 2020-2021 Provides professional development opportunities for the SENDCO.  Observational work of students to support teachers with	Evaluation of current SEND practice with regard to statutory requirements, paperwork, provision etc. Analysis of data from previous years, assessing the impact of intervention and individual progress of key learners. Audit and Questionnaire for Teaching Assistant and Learning walk and observations of positive classroom practice and areas	Nov 20   Dec 20	SENDCO/Sally Arthur	Create an SEND review and action plan for 2020/21 based on all the information gathered – Nov 20  Meetings with TAs and other adults to discuss their current role and share feedback from the audit questionnaire - Jan 21	The gap between the performance of SEN pupils and that of their peers closes by at least 10%  This will be measured through NFER SS  Data used to support and inform Pupil Progress Meetings Provision maps are reviewed with clear	DHT/HT  SENDCO PM  SENDCO report to Govs  Data analysis, progress and attainment data;	£2480	



## SCHOOL IMPROVEMENT PLAN 2020 - 21

	personalised learning	for development. (COVID dependent) Teachers to identify good practice, strengths and any barriers to effective SEND practice. Pupil and Parent voice, as directed by the SENDCO. Audit and oversight of current learning interventions and their impact.	Spring 21  Spring 21  Spring 21		SEND AP- impact report to Gobs – July 21	entry and exit data to show impact of support. SENDco can demonstrate impact of interventions  KS1 and 2 SEND children are making progress Progress to be the same or exceed non SEND average across all year groups relative to school averages	Pupils' Book Scrutiny; Intervention analysis complete		
2	Make sure that Focussed interventions in reading enable pupils to catch up phonics knowledge and read fluently.	Monitor individual pupil progress on a daily basis to implement reactive interventions to maintain good or better progress Staff training to ensure that all processes are explicit and consistent across whole school. Continue to review quality first teaching and interventions across to ensure to all pupils are making good or better progress. Moderate pupil outcomes within and across school. Class teachers' to liaise with parents about concerns and to meet at twice a year to update SSPs, discuss targets and next steps. SENDCO and to support with referrals, annual reviews and meetings with parents when necessary.	Aut/Spr/Su m reviews	HTD HT SENCo	Interventions are in place for those children who are not on track to reach age related objectives  PP/SEND pupils on track to achieve at least expected progress by July 2021 are matching others ensuring school gap is not widening  The school gap is narrowed between Pupil Premium pupils and non-Pupil Premium  Outcomes for disadvantaged pupils/SEND at the end of KS2 is in line or above national  By end of December 2020 Interventions are swiftly in place for those children who are not on track to reach age related objectives.	SENDco monitoring of lessons and books shows successful adaptation for SEND pupils  Targets for SEND pupils are clear, measurable, known by staff and successfully completed  By end of July 2021 The gap between the performance of 80% SEN pupils and that of their peers has closed	Teachers plan timely intervention for SEN pupils; Ensure that SEN pupils have supported access to enrichment activities; Data analysis, progress and attainment data; Pupils' Book Scrutiny; Intervention analysis complete; Copies of results provided to HT, SLT and GB		
3	Provide SALT support for identified Year 1 boys who did not reach GLD	S&L specialist to assess level of need and provide individualised support plans to be used within the classroom	Aut/Spr	SENDCo SALT practitioner	SENCO with SLT is monitoring and reviewing impact of interventions on a regular basis				
4	Plan interventions for mathematics and writing which focus on the components needed to achieve milestones in more manageable steps	Monitor interventions / additional provision for SEND/PP pupils Pupil profiles are updated termly and show progress history, any interventions that have taken place/impact. Outside agency involvement,	Aut/Spr/Su m reviews	HT DHT Maths and English Lead SENCo	By end of March 2021 80% of SEN pupils are on track to make better than expected progress				



## SCHOOL IMPROVEMENT PLAN 2020 - 21



		change in family circumstances PP Champion and SENCo to monitor school provision and ensure PPG plan is showing effective use of resources						
5	Leaders and teachers make adaptations to the curriculum help pupils with SEND learn in smaller steps with frequent repetition of key knowledge	Use the "Pebbles towards milestones" document for curricular targets.  Adapt knowledge organisers to present key knowledge accessibly.	Aut/Spr/Su m reviews	HT DHT SENCo				

### Vulnerable groups

#### Summary from SEF:

identify for each underperforming PP pupil's barrier to learning

#### Success

- The school gap is narrowed between Pupil Premium pupils and non-Pupil Premium
- Outcomes for disadvantaged pupils at the end of KS2 is in line or above national Criteria

	Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	Identification of groups at risk of underperformance. Effective strategies and interventions planned to accelerate progress in these cases. Effective use of TA support for target teaching e.g. letter and number formation, handwriting skills and basic key word spelling.	Monitor interventions / additional provision for PP pupils Pupil profiles are updated termly and show progress history, any interventions that have taken place/impact. Outside agency involvement, change in family circumstances Specific targeted engagement with parents to help them support children with specific targets  In nursery inform and support parents about fine motor, though open sessions and newsletters.	T1, T3 and T5	SLT Class teachers	PPM held in T1, PPM held in T1, T3 and T5	All staff able to evidence progress by Vulnerable/disadvantaged pupils.  Disadvantaged pupils (non SEN) show an increase of 25 % expected or better progress on previous year and further reducing the gap between school and national. This will be demonstrated in RWM and reflected in teacher assessments and NFER SS.	Phase leaders and DH  Learning walks and joint observations to be carried out by DH and SLT		





# SCHOOL IMPROVEMENT PLAN 2020 - 21



2	Track progress of pupils eligible for 'Pupil Premium Grant' (PPG). Effective strategies, Interventions and provision planned to accelerate progress.	Monitor interventions / additional provision for PP pupils Pupil profiles are updated termly and show progress history, any interventions that have taken place/impact.	Ongoing	DH PPG intervention teachers Class teachers	PPM held in T1, PPM held in T1, T3 and T5	All staff able to evidence progress by Vulnerable/disadvantaged pupils.  Disadvantaged pupils (non SEN) show an increased 10% of expected or better progress on previous year and further reducing the gap between school and national.	SLT		
3	Identify children from key pupil groups who are not meeting the expected attainment and offer effective intervention based on their barrier to learn.	Monitor individual pupil progress on a daily basis to implement reactive interventions to maintain good or better progress In Nursery develop the use of data & the SENCo role to keep staff informed during staff meetings.	Reactive (daily Mon – Fri)	PPM held in T1, T3 and T5		All children from key pupil groups are making at least expected or better progress  This will be demonstrated in RWM and reflected in teacher assessments and NFER SS.	SLT  Learning walks and joint observations to be carried out by DH and SLT		

## Reading

### Summary from SEF:

Further improve the teaching of Early reading and implement the school's planned intent for reading, so that all pupils make enough progress to meet or exceed the standards expected for their age.

### Success Criteria going forward:

- Reading is central to the school's curriculum planning and the reading curriculum helps address social disadvantage and build cultural capital.
- The vast majority of pupils learn to decode quickly in the early years and Y1, and despite low starting points, achieve early learning goals, the phonics screening check and the expected standard in Y2 ( at least 85%)
- Pupils with SEND make strong demonstrable progress in reading
- Teachers demonstrate a love of reading and deepen pupils' understanding of books and their vocabulary in daily reading sessions
- Parents receive strong support in reading at home.
- High expectations and clear intent for pupils' progress through the school's phonics programme ensures strong progress for all pupils
- Those who need additional support are identified quickly, and are given high quality support and keep up with their peers as a result
- Effective staff CPD ensures consistency of good practice in reading.

	Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	Socioeconomic gap linked to language gap.	Explicit teaching of vocab essential. Target: teach 300-500 words per year. Pre-		Eng Lead Subject leads SLT	POP tasks and data capture Dec 20, April 21 and June 21	Chn have a better understanding of vocabulary across the school.	Staff meeting discussions, book look , planning scrutiny + SLT		



# SCHOOL IMPROVEMENT PLAN 2020 - 21



		teaching vocab before presenting					(coordinator to observe lessons)		
2	Raise outcomes in KS1 reading to be at 80 %+	<p>Ensure daily guided reading sessions in EYFS and Year 1. 30 mins per day</p> <p>Ensure that guided reading in Y1 and Y2 focuses on applying pupils' blending for fluency, their understanding of vocabulary and towards developing comprehension of texts.</p> <p>In Year 2 daily guided reading sessions build towards focus on comprehension and developing written responses.</p> <p>Ensure that all schools teach reading comprehension in a predefined sequence daily, and build understanding through shared stories in EYFS and Year 1.</p>	2 months	Eng Lead Subject leads SLT	<p>From September, guided reading plans in place for YR and Y1</p> <p>Bottom 20% Year 2 have YARC assessment and planned catch up sessions for fluency by end of October.</p> <p>Leaders monitor the quality of guided reading in YR and Y1 by December.</p> <p>Teachers use SIMS as an ongoing progress record, from September.</p> <p>Reading Interviews with a sample of Y2 in February, to check progress.</p> <p>Reading interview with all Y2 in May, to support teacher assessment.</p>	<p>There is a clear sequence in place for the teaching of guided reading in YR and Y1 Year 1 NFER reading is at 85% ARE.</p> <p>Reading resources are well matched to pupils' phonics phases in YR and Y1. Reading sessions seen in Y2 in all schools show high quality teaching of comprehension, building of inferential comprehension and deepening understanding of vocabulary.</p> <p>Bottom 20% receive well-tailored support, evident in reading lead's monitoring records.</p> <p>Reading interviews with all year 2 children show the 90% can read 90 words per minute, make inferences and predictions.</p>	HT/DH  Learning walks and joint observations to be carried out by HT and SLT		
3	Raise Outcomes in KS 2 reading - 85%	<p>Use NFER and YARC assessments as well as day to day assessments to adapt to needs</p> <p>Make sure gaps for the bottom 20% are identified accurately and addressed in teaching and intervention.</p> <p>Pupils record their responses to a range of higher order, retrieval and vocabulary questions in their reading comprehension journals.</p> <p>Ensure a range of nonfiction supports broader learning and cultural capital.</p>		Eng Lead Subject leads SLT	<p>YARC bottom 20% completed by mid-October, additional interventions set up</p> <p>Training for TAs in using the YARC assessment in October</p> <p>Observations by reading leads throughout year</p>	<p>Observations show well-sequenced teaching of guided reading, and carefully planned questioning to develop comprehension of texts. Teachers model and scaffold comprehension skills effectively, especially types of inference.</p> <p>The bottom 20% receive carefully targeted support, especially in retrieval and simple inference questions, show in teachers plans and intervention records</p> <p>A range of fiction and non-fiction is used</p> <p>Reading journals show that pupils reflect on thinking, and deepen their understanding of texts in writing</p>	HT/DH  Learning walks and joint observations to be carried out by HT and SLT		



# SCHOOL IMPROVEMENT PLAN 2020 - 21



						Reading is at 85% ARE across KS2			
4	Ensure weaker readers are given the strongest teaching and support to catch up and keep up	English Subject Leader will assess impact of current guided reading system and ensure opportunities are present for the explicit extension of vocabulary for young readers.		JP Phase Leaders	Ensure progress is expected or better and KS2 progress measure is above 0.0  Reading ages are at least in line with chronological ages	Consistent approach to precision teaching and catch up Precision teaching shows pupils mastering at least 3 new sounds per week from prior stages. Pupils join in with whole class teaching in order to keep up. Trained professionals only will teach phonics to younger readers			

## Curriculum Review

### Summary from SEF:

The planned curriculum meets the needs pupils in the context by supporting the extension of their cultural capital and the promotion of fundamental British values.

### Success Criteria going forward:

- British values are reinforced throughout the schemes of learning

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources /cost	Status
1	Review school curriculum and other planned activities and actions to ensure prejudice are covered in sufficient depth so pupils are well-informed and meet the expectations of British Values	Use Black History Month as a launching pad to increase children's knowledge of the role of Black people in the History of Britain along with famous historical world figures.  Review PSHE scheme to ensure children understand prejudice and how to combat it.	1 month 1 month		By September By December 2020	Pupils well informed and therefore make positive choices in relation to race and ethnicity. No racist incidents occur in schools Schemes of learning help pupils know how to behave appropriately and reject prejudice behaviour. No inappropriate behaviour related to prejudice			



# SCHOOL IMPROVEMENT PLAN 2020 - 21



**Curriculum Implementation:** teachers' subject knowledge, the quality of teaching, the design of lessons and sequences of lessons, use of assessment, match of tasks. Quality of teaching of reading, phonics teaching

- To ensure that pupils who were assessed as Exs at the of Reception Year continue to make sustained progress and attain the expected standard at KS1
- Sustain the levels of GD in writing at the end of KS2
- Raise % on track in RWM for new Year 6 cohort
- Identify children from key pupil groups who are not meeting the expected attainment and offer effective intervention based on their barrier to learn

## Success Criteria going forward:

- 75%+ GLD
- 85% phonics
- 80% Reading KS 1
- 78% writing KS 1
- GD 25% at least in all components and 20% combined

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	Improve KS1 writing outcomes to at least 75% ARE across all schools.	Ensure that in EYFS and Year 1, pupils apply their knowledge of phonics consistently and accurately in their writing Children complete a writing task linked to phonics daily Ensure pupils develop strong sentence level skills through activities such as sentence stacking EYFS teaching focuses on developing fine-motor control so that children develop the physical skills to write fluently. Letter and number formation are taught systematically and practiced daily in the EYFS and schools begin to adopt the new EYFS profile for writing. Adopt the tripod grip for fluent writing and formation. A focus on correct letter formation so that sounds taught can be represented in early writing. All written words can be read back by the writer and adults before progression to sentence building takes place. Links with early reading	6 Months	HT and SLT	By June 2021  From October  From October  From September	By the end of year 1 85% of children can spell most of the phase 5 spellings and alternative spellings.  Pupils catch up with missed learning in letter formation and handwriting.  At least 80% of pupils in Y1 write in grammatically complex sentences.  Children write grammatically correct sentences and sustain a writer's voice.  Spelling improves so that key stage 1 outcomes are at 80% minimum ARE  90% of EYFS pupils achieve EYFS goal in moving and handling. Those schools adopting the new EYFS profile will focus on the fine motor ELG.	Phase 1 and 2 Leaders		
2	Ensure the curriculum is leading to excellent progress (ARE+) in History, Geography and Science	Science, history and geography are taught discreetly to ensure pupils are not confused and to avoid ambiguous learning.		Subject leaders	By September plans and assessment in place	Pupils make good progress – at ARE Children can articulate the sequence of their learning and in observations, show how they use prior learning to enhance new learning.	SLT		



# SCHOOL IMPROVEMENT PLAN 2020 - 21



## Behaviour and attitudes

behaviour, ethos and attitudes to learning, use of exclusions, attendance, bullying and discrimination,

### Summary from SEF:

Staff and leaders to ensure that attitudes to lessons universally positive.  
Take decisive action to promote good attendance and to prevent bullying and discrimination.  
EWO to target families and individuals with poor attendance  
Further develop pupil voice and engagement in aspects of behaviour and safety  
To further develop high pupil aspirations, ownership of learning and success

### Success Criteria going forward

- Attitudes to learning are universally positive
- Routines and expectations of basic conduct are reinforced by all staff
- Discrimination and bullying are never tolerated, pupils work actively with the school to prevent them
- Rates of attendance for disadvantaged pupils improved in line with other pupils
- Attendance at primary 96.3%+
- Behaviour in class and around the school at least good

1	Encourage pupils to engage with vocabulary associated with growth mindset	Staff training given to understand and explore Growth Mindset concepts Introduce language of Growth Mindset to children in school through lesson content materials  Implement Growth Mindset/reflection sessions into the school week.	Aut Term	All staff	Staff room display raising basic awareness of Growth Mindset e.g. change of vocabulary to think about in Aut Term  Whole staff training provided to explore Growth Mindset in depth in Spr term	Children use Growth Mindset concepts to develop as resilient and reflective thinkers. Parents understand Growth Mindset concepts and support this with their children at home. Children are beginning to engage with deeper philosophical thinking Assessment of children's progress in these skills will be informed through lesson observations, work scrutiny and pupil conferencing Staff use positive language when encouraging children in their learning and children beginning to use positive mindset language too Children build self-esteem and confidence in own ability Children have the opportunity to reflect during lessons, evidenced through green pen, AFL, paired discussions etc.  Pupil conferencing and PASS survey will show how confident pupils view new learning and school Learning walks will focus on pupil's stamina to learning amidst Post-Covid return	HT/DH		
2	Link attendance figures to underperformance and arrange meetings with parents of identified pupils.	To ensure attendance and punctuality remains at or above national average	Jan/March 21	EWO/HT	Dec 20 Attendance is at 97%+ Monitor Spr Illness especially in EYFS	96.3+% attendance for all pupils. Class attendance award presented in weekly assembly.	HT/DH/EWO		



# SCHOOL IMPROVEMENT PLAN 2020 - 21



	Celebrate good attendance in assembly.								
3	PP and SEN attendance at national for others	SLT lead monitors and intervenes with attendance to include arranging pick-ups and drop-offs if necessary, meetings with parents		HT/DHT	By December	PP and SEN attendance is at national	HT/DH/EWO		

**Personal Development:** British values, equalities, inclusion. character development , confidence and resilience, keeping safe, keeping healthy, healthy relationships, transition to next stage, careers education

## Summary from SEF:

SMSC values are taught through assemblies

Develop a systematically planned programme of curricular activity to develop pupils' character, their spiritual moral social and cultural development and understanding of British values

Teachers design learning opportunities that look for ways to develop good learning behaviours.

## Success Criteria going forward

- PSHE, Circle Time and assemblies are linked
- All students engage fully in extra curricular activities and these are showing impact on resilience, wider learning.
- The requirements of statutory RSE ( relationships and sex education) are embedded into their curriculum for PHSE
- Children can articulate their understanding of core skills pertinent to the Westfield Curriculum and British Values

	Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	Develop pupils' understanding of healthy relationships and how to keep themselves safe, including e safety	Renewed focus on e-safety education with students and parents via curriculum and enrichment.	Ongoing	Staff	Dec 20 – all staff have evidenced Wiltshire PSHE SOW in books	Pupils can explain accurately and confidently how to keep themselves safe.	SLT		
2	Help our children explore belief and develop positive values, in order to help them become responsible global citizens	To develop the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.	Ongoing	Staff	Dec 20 - Assemblies and school displays promote core skills required for successful learning  July 21 – Children are beginning to articulate their understanding of core skills	All children can talk about the at least one behaviour learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity. Skills evident in displays around the school. Skills are referred to in activities, assemblies and lessons.	HT/DH/PSHE Lead to hold pupil conferencing		



## SCHOOL IMPROVEMENT PLAN 2020 - 21

3	Encourage pupils to engage with vocabulary associated with growth mindset	Staff training given to understand and explore Growth Mindset concepts		All staff	Staff room display raising basic awareness of Growth Mindset e.g. change of vocabulary to think about in Aut Term September Whole staff training provided to explore Growth Mindset in depth in Spr term	Children use Growth Mindset concepts to develop as resilient and reflective thinkers. Parents understand Growth Mindset concepts and support this with their children at home. Children are beginning to engage with deeper philosophical thinking	Encourage pupils to engage with vocabulary associated with growth mindset		
4	Ensure that all aspects of statutory RSE are planned	Update RSE policy Map curriculum requirements and check overlap with current PSHE programme Make arrangements for Y6 pupils to learn basic first aid Ensure sex education programme covers changes in adolescence and how babies are conceived and born Consult fully with parents		All staff	Policies updated T1 Curriculum planned by end T2 Parent consultation before sex ed programme begins Curriculum delivery from T3 ( delayed due to lockdown) Review T6, including pupil interviews	Schools have a sequential plan for teaching RSE and integrate teaching into other subject areas where appropriate A planned curriculum covers: sex education, Mental health and wellbeing, Internet safety, Physical health, Healthy eating, Drugs alcohol and tobacco, Health and prevention and basic first aid Pupils by T6 can talk about how the school supports their health and wellbeing	Govs		
5	Ensure we are developing resilient, independent learners that show strength of character and support pupils' welfare in the return to school after extended absence.	Map and evaluate the wider curriculum provision, including FBV, SMSC, equalities and citizenship in a sequential way. Plan around the 5 levers of recovery' to support pupils socially and emotionally on return to school Pupils are taught through PSHE, assemblies, etc. the importance of resilience and being independent. Use the 5 levers in assemblies in T1. Plan for more time for children to be independent in a lesson - minimum 10 minutes every hour of learning			T1 Schools use 5 levers to plan daily routines and assembly work, plan for team building, metacognition, focus on community End T1- pupil questionnaire about return Vulnerable learners to take PASS survey T6 pupil interviews Vulnerable learners to retake PASS survey	Schools can quantify their improvement to pupils' wellbeing and resilience through SHEU survey The plan also reflects RSE statutory requirements. Pupil surveys show they feel well supported on return Leader / and governor interviews show that pupils have strong understanding of positive citizenship and how the school supports' their wellbeing and resilience.  Children are resilient as measured by attendance, outcomes in assessments, and attendance 96%+ Children can think for themselves and show resilience and stamina.	94% pupils are confident learning in the classroom 95% feel safe coming to school 84% pupils are happy to approach an adult for help		





# SCHOOL IMPROVEMENT PLAN 2020 - 21



## Leadership and Management

culture of safeguarding, monitoring responsibilities, staff CPD, consistency of practice, parents and community, staff wellbeing , use of pupil premium, governance, staff workload, staff wellbeing

### Summary from SEF:

To promote all teachers as 'leaders of learning' ensuring effective quality assurance and quality first outcomes for pupils  
To develop a research hub of best practice across local schools  
Improve parental engagement/involvement in children's learning. Overcome barriers to learning that are experienced at home  
TA appraisals have initial performance management objectives linked to pupil performance.  
Peer observations to further develop the skills and approaches of all staff and enable them to work on real priorities in their own classroom and school.  
Develop subject leaders who are knowledgeable and familiar with their subject across the school

### Success Criteria going forward

- School leaders gain a shared, objective view of quality of practice and outcomes
- Class teams are enabled to reflect on, and improve practice
- Extensive CPD impacts practice and outcomes
- Improvements are embedded
- A culture of reflection and development is established.
- All leaders are clear on their role
- All school collect views of pupils and parents at least twice a year and use this information to adjust plans
- Safeguarding procedures are outstanding

	Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	To further develop the skills and approaches of all leaders and enable them to work on real priorities in their own classroom and school	Paired learning walks, lesson visits structured observation Constructive, rigorous feedback – guidance for improvement provided for the class team. Training opportunities / coaching provided tailored to identified priorities for individuals / small groups On-going cycle of monitoring, evaluation, feedback and development	Ongoing	HT DH	PM review Nov 20 and April 21	Class teachers will have developed skills in being able to use data from a range of sources to inform self-evaluation and cross-school evaluation of practice  There is a consistency of practice across parallel classes ensuring pupils have an equal curriculum entitlement Colleagues challenge each other through constructive critique leading to adjustments in their classroom teaching and an aspiration towards consistently outstanding practice 30% of lesson obs are outstanding in 2020-21	Headteacher Governor Monitoring Data		
2	Phase meetings x 6 to moderate and benchmark pupils' standards	Phase leaders to organise and lead meetings with feedback to all staff at end of session	1 each half term Termly on- going	Phase leaders then SLT English & Maths Leaders	PPM T1, T3 and T5	Phase meetings continue to be an invaluable opportunity to monitor standards to take action.	HT Gov meetings Informal drop-ins Governor Monitoring		





## SCHOOL IMPROVEMENT PLAN 2020 - 21

	in R, W and Ma, sufficient high standards and challenge is consistent in parallel classes. Action taken to address any weaknesses in pupils' outcomes. Whole school monitoring of English and Mathematics – work scrutiny.	Staff are expected to make informed end of year expectations by extrapolating from class initial baseline data along with any official data (Reception, KS1 and KS2)				High standards and moderated work in Writing, Reading and Numeracy.  ARE of all year groups will be in line with national or above. Benchmark percentages taken from end of Reception, KS1 and KS2  Pupils' workbooks show consistency of standards	School data		
3	To conduct a subject review of science and foundation subjects and consolidate previous work on curriculum intent	<p>Subject leaders to monitor their areas Audit staff confidence in teaching and subject knowledge of new MAT plans.</p> <p>Implementation learning walk across the school focusing on how well teachers check pupils understanding</p> <p>Conduct a pupil conference to assess their understanding of key knowledge and vocabulary.</p> <p>Implement use of recall quizzes, to check pupils' recall of most useful knowledge (threshold concepts) in each year group. Moderate POP tasks with MAT colleagues</p> <p>Meet with Governor and complete implementation questions in audit document for your subject.</p> <p>Every year group should have had a 20 minute subject leader conference to complete the above.</p>	Ongoing	Subject leaders DH	<p>Dec 20 - all subject leaders have reviewed subject files</p> <p>End of T2: Conduct a pupil conference to assess their understanding of key knowledge and vocabulary.</p> <p>Term 3 and 4 Scrutinise pupils' books to moderate their pop tasks and depth of learning.</p> <p>Term 5 and 6 Evaluate the impact of the curriculum through analysis of results (annual data drop), pop tasks and pupil conferencing. Produce a detailed report for Governors.</p>	<p>Subject leader fully aware of the curriculum expectations across the key stages</p> <p>Subject leaders have monitored implementation and provided support for teachers' subject knowledge and pedagogy</p> <p>Moderation shows impact of the work 80% of pupils achieve standards expected for their age in foundation subjects</p>	SLT		
4	To further develop middle managers' monitoring,	Report to governors on revised intent and formative assessment strategies T1 and 2	Ongoing	HT	<p>Aut Term – MAT training</p> <p>Spr Term – School led PDMs</p>	Subject leaders have clear oversight of what pupils learn, and how they will catch up	Monitoring and evaluation records / Subject portfolios Planning and book scrutinies / Lesson		



## SCHOOL IMPROVEMENT PLAN 2020 - 21



	evaluation and action planning	<p>Conduct pupil and teacher interviews, book checks and lesson visits in T3 and 4 in at least 2 year groups</p> <p>In term 5 and 6, moderate teacher judgements, provide CPD and feedback, support colleagues</p> <p>Report to governors T6 using subject report format</p>				<p>Subject leaders have evaluated implementation in at least 2 year groups</p> <p>Subject leaders have all provided feedback, and supported staff subject knowledge, reported to governors on impact</p> <p>Leaders of history, geography, history RE and science have moderated colleagues judgements</p>	<p>observations / drop-ins</p> <p>Curriculum mapping developments</p> <p>MMT fortnightly meetings / Data analysis and standards and achievement reports</p>		
5	Ensure all our teaching and support staff are given precise and effective points for development following monitoring	SLT and middle leaders to talk to support staff after any monitoring where appropriate	Ongoing	DH, SENCo	Performance management Sept, Nov and April	<p>TAs are confident when teaching aspects of the National Curriculum and maintain high pupil outcomes</p> <p>Records show support for subject knowledge and pedagogy</p>	HT Govs		
6	Secure positive mental well-being for staff and children within the school	<p>Ensure counselling service in place for staff 24-7</p> <p>Signpost other resources</p> <p>Survey staff about their mental well-being</p> <p>Provide opportunities for staff to share their concerns about their mental health 3 times a year via survey or discussion</p> <p>Devise programme for all pupils across all schools about positive mental well-being.</p> <p>Survey pupils with SHEU survey and PASS on their well being</p> <p>Ensure well-being is a key agenda item for all pupil voice activities.</p>	Aut 20	Well-being Lead	<p>Sept – PASS survey and Well being AP devised</p> <p>Staff reminded of signposting to other resources</p> <p>Oct - Staff survey</p> <p>July – Follow up PASS survey</p>	<p>Staff feel able to discuss their concerns about their well-being in school, but also have access to professional services.</p> <p>Staff report feeling mentally well and looked after.</p> <p>Staff issues are resolved quickly</p> <p>Pupils are mentally well and attend school well as a result. (96%+)</p> <p>Pupils are observed to be motivated and interested in their learning.</p>	HT and FGB		



# SCHOOL IMPROVEMENT PLAN 2020 - 21



7	Westfield LGB meets the Ofsted 'good' criteria and holds SLT to account	<p>Standardised agendas to be produced that focus on what governors should be asking at each meeting.</p> <p>Standardised monthly expectations and clarified roles. Standardised monitoring records and agreed focus for visits.</p> <p>Continue to use the standardised HT report format</p>	Three times a year	FGB	<p>By first meeting in September/ October</p> <p>By September</p>	<p>Governors are focused on standards</p> <p>Governors hold middle leaders to account, check senior leaders' monitoring regularly, have strategic oversight of school improvement, pupils' personal development and standards of behaviour.</p> <p>Monitoring sheets to record the challenge and support offered at each visit.</p> <p>Governors always receive key information required.</p> <p>Governors are better informed about their role and are more efficient and strategic.</p> <p>Accountability is raised</p>	CoG		
---	---	---	--------------------	-----	---	---	-----	--	--

**Early Years:** curriculum design, content, sequencing and progression , support for children with SEND, teaching of phonics, communication and language, love of reading, characteristics of effective learning, staff interactions, using and understanding numbers, communication with parents, healthy development,

## Summary from SEF:

To ensure effective quality assurance and quality first outcomes for pupils  
 To ensure consistent high expectations are regularly maintained in the quality of provision across the Foundation Stage  
 To develop vocabulary and language skills with particular focus on speaking, reading and comprehension  
 To create Nursery SEN systems and procedures supporting children with additional needs.  
 To improve the nursery environment to enable child initiated learning.  
 Develop strategies to support EYPP children and their families.

## Success Criteria going forward

- %age of HA children achieving 'exceeding' in reading in line with nationals
- Year 1 phonics attainment is at or above national
- 90% of nursery children secure in oral blending CVC words
- 90% have secure 1:1 correspondence for numbers 1-10
- 90% secure expectations for age in nursery in listening and attention
- 85% ELG in reading, 85% ELG in understanding, 85% in speaking, listening and attention
- Staff CPD supports strong interactions and language development

	Objective	Actions, including CPD	Time scale	Responsibl e	Milestones	Outcomes	Monitoring	Resources cost	Status
2	To establish a consistent and robust approach to early reading	Leads keep abreast of new and current initiatives /practices through sourcing avenues	Aut Term	Phase 1 Lead/Eng Lead SENDCo	Mid year data shows children on track to achieve ELG	%age of HA children achieving 'exceeding' in reading in line with nationals	HT/DH		



## SCHOOL IMPROVEMENT PLAN 2020 - 21

	through the development of children's language skills focussing on improving speaking, increasing vocabulary, the progressive teaching of phonics and developing children's comprehension skills.	<p>of CPD both theoretical and physical</p> <p>Establish peer coaching with all EYFS staff to plan for and review teaching of reading and phonics in particular through phase meeting model</p> <p>To analyse data to identify gaps and curriculum requirements</p>			Books show evidence of revisiting and challenging work T2 T4 T5	Year 1 phonics attainment is at or above national			
3	Develop the outside area to allow the continuous provision of a range of stimulating and challenging activities that allow the children to fulfil their potential.	Consolidation of practices to provide stimulating learning environment of outdoor learning opportunities and indoor provision	Aut and Spr Terms	Phase 1 Lead and Nursery Manager	Mid year data shows children on track to achieve ELG	Achieve a percentage of children achieving a 'Good Level of Development' broadly in line with National Average 70% Children are leaving Nursery emerging 40-60 months	HT/DH		
4	<p>Westfield nursery ensures children are school-ready and have the necessary skills and knowledge to ease into school life.</p> <p>The Nursery has a sequentially planned curriculum, so that progression between F1 and F2 is carefully planned for all children.</p>	<p>Nursery and F2 teachers to work closely to plan the curriculum sequence for all areas of learning.</p> <p>Focus on expected progression in listening and attention, reading, moving and handling in particular.</p> <p>Ensure the nursery has have a sequential programme for teaching phonics</p> <p>Ensure nursery staff understand the progression between F1 and F2 in their setting, and have worked with reception teachers to construct the curriculum</p>		Phase 1 Lead and Nursery Manager	<p>Staff development in phonics- October ( Anne Harvey)</p> <p>Planning in place by December</p> <p>Observations in Term 3 and 4 show staff can explain the progression in prime areas</p> <p>By T5 and 6 observation shows strong planning and progress in nurseries</p> <p>By T6-assessments show progression is strong in prime areas.</p>	<p>Leaders and teachers can articulate the sequence of learning in nursery and reception in all 7 areas.</p> <p>A shared understanding of what children should know and do in F1 and F2 is implemented for the teaching of phonics, pencil grip, understanding of number, listening and attention to stories.</p> <p>90% of children can orally blend CVC words on entry to reception</p> <p>90% of nursery age children enter Reception at least 30-50 months in listening and attention</p> <p>90% have 1:1 correspondence for numbers to 10</p>	HT/DH		



## SCHOOL IMPROVEMENT PLAN 2020 - 21



5	The curriculum in EYFS is planned to ensure that children make rapid progress in reading, writing and number, etc – GLD 75%+	Continuous provision to engage pupils in reading, writing and number both inside and outdoors.		Phase 1 Lead and Nursery Manager	By October  By October	The seven areas of learning from the ELGs to offer a rich curriculum to where pupils are confident and have the basic skills for entry to school and latterly to Y1.  All areas of learning are linked to national curriculum subject areas taught to all children so they have an understanding of basic subject knowledge/skills to be Y1 ready.	HT/DH		
6	Vocabulary is ambitious and mapped well for all children within the EYFS.  All children: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; with new vocabulary modelled by the adults/teachers.	Plans in place which detail specific vocab at each stage.  Increase staff understanding of language development  Audit provision for quality of spoken language and adult interactions Assessments to identify deficits for those who have fallen behind  All children have key word lists to look at learn over the reception year  Parent meeting in place within the first month to share good practices and demonstrate how they can support their child at home- Covid Dependent/phone call home.		Phase 1 Lead and Nursery Manager Eng Lead Phonics Lead	Planning in place by December for sequence of vocab across curriculum  Settings audit quality of adult interaction by end January  Observations in settings in T3-6 to demonstrate impact	Observations in nursery and EY settings show that adults: Use appropriate methods to introduce and reinforce new vocabulary, Listen carefully, frame instructions and questions well read and reread favourite stories, rhymes and sing songs to build vocabulary Develop vocabulary in continuous provision, particularly for story making in role play. Support those who need to catch up with carefully tailored activities using questions that invite conversation or encourage reasoning  At least 85% of children reach ELG in speaking  Parents fully engaged and supporting learning. They know how to help and develop early literacy skills at home.	HT/DH		



## SCHOOL IMPROVEMENT PLAN 2020 - 21



7	<p>Reading and phonics are a priority, preparing children for fluent and confident reading in Y1</p>	<p>Agree phonics progression and expectations</p> <p>Schools agreed literature spine in nursery and reception, including stories, songs and rhymes</p> <p>Parent meetings for phonics and reading on how to support learning at home.</p> <p>Books sent home when pupils can blend, and sound tins/ flashcards before secure blending</p>		<p>Phase 1 Lead Eng Lead Phonics Lead</p>	<p>Parent meeting T1 Books home T1 Reception By October 2020, literature spine in place</p>	<p>Implement a clear and ambitious programme for teaching phonics. Phonics taught from week 2 in reception Nursery and EY settings have a progressive literature spine, including songs and rhymes</p> <p>Observations show strong interactions with stories, strong questioning about characters, themes, making predictions</p> <p>At least 85 % of children will achieve the expected level of development and will be able to:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	HT/DH		
---	--	---	--	---	---	---	-------	--	--