

Mercy College Woodford School Improvement Plan

Summary of main strengths as identified by Literacy Core Group		<p>All subject departments meet regularly and collaborate on designing the subject plan and schemes of work</p> <p>Some teachers team teach and they find this advantageous to both students and teachers</p> <p>There is a willingness to share good practice and resources</p> <p>All subject areas compare well with national norms in relation to uptake of higher level and overall results</p> <p>Provision of resource to weak students helps them engage with the curriculum more</p>		
Summary of main areas requiring improvement as identified by Literacy Core Group		<p>A large proportion of first year students spend one hour or less reading for leisure per week.</p> <p>The most common errors students make in their written exercises are grammar, punctuation, spelling and use of contractions</p> <p>Reduce low level disruptions in classes to allow effective teaching and learning</p> <p>Teacher to continue to focus on the development of literacy as well as knowledge and skills</p>		
Improvement Targets	Required Actions	Persons Responsible	Success Criteria/Measurable Outcomes	Timeframe for Actions
Increase the number of students reading for leisure and the length of time	Enlist support of Parents Association to build up a library in each English classroom Introduce 'Reading Time'	Management English Teachers Parents Association All Teachers	Introduce a weekly/monthly Book Review exercise Class discussion on books read Survey and teacher observation	Implement in September of each school year Monitor progress throughout the school year Survey May of that year
Decrease the number of errors per written exercise	Blitz common mistakes ie. September - concentrate on Punctuation, October - grammar, November – contractions etc.	All teachers will correct grammar, punctuation and spelling errors in written exercises according to Blitz schedule	Errors in written exercises should improve in all subject areas Examine sample work	Implement in September , monitor throughout the school year.
Reduce low level disruption in class	Positive strategies on classroom management and appropriate student behaviour in class will be revised and provided to teachers at the beginning of the school year.	All teachers	Teaching methodologies will be varied and teaching differentiated to cater for different learning levels Students will engage more with subject and have less opportunity to disrupt class.	Implement in September each year.