

Our School Improvement Plan 2022-23

Driven by self-evaluation, assessment data, inspection outcomes & the OfSTED framework.

OUR CURRICULUM



Coppetts



Wood



Primary



School

Coppetts Wood
Children's Centre

We want all children to be **CREATIVE** and have a love of learning. We want them to **WORK HARD** and to **PERSEVERE**. To have self-belief and the determination to **SUCCEED** in order to be the best that they can be.

Our curriculum is designed to ensure it reflects and represents the needs of our community. It is **knowledge rich** and **concept driven**; we believe that learning should be **purposeful, memorable** and apply **subject-specific skills** every single day. We want to develop our children's **cultural capital** and provide wealth of **rich learning experiences** both on and off site, indoors and outdoors. Ultimately, we want our children to leave Coppetts Wood equipped with the skills to deal with **challenges of modern life** and ready to fully embrace the **diverse world** around them.

Key Priorities at Coppetts Wood Primary School

Our School Improvement Plan priorities 2022-23 are:

Quality of Education

To raise attainment in writing across the school.

To implement the findings of a whole school SEND review.

To ensure our birth to five provision effectively instils the characteristics of effective learners.

Personal Development

To ensure we engage parents and carers in a full partnership between school and home.

Behaviour and Attitudes

To implement a whole school strategy to promote positive mental health and wellbeing.

To improve attendance and punctuality of all pupils to above national averages.

Leadership and Management

To empower our non-core middle leaders to monitor the impact of our broad and balanced curriculum on pupil outcomes.

For governors to work in collaboration with school leaders to provide a high quality education for all our pupils.

Key Area	Main Focus	Success Criteria We will know we are successful when...	Governor Lead	Lead member of Staff
Quality of Education	To raise attainment in writing across the school.	<ul style="list-style-type: none"> - At least 75% of children in each year group achieve age related expectations in writing by the end of the year. - Quality first teaching accelerates progress within lessons for children who are not working at age-related expectations. - Internal and external moderation reflects consistency of judgements and a shared understanding of age-related expectations. - There is a consistent approach to teaching spelling. 	Learning and Community Committee	English Leader
	To implement the findings of a whole school SEND review.	<ul style="list-style-type: none"> - There is a consistent approach to quality first teaching across the school which is reflected in pupil outcomes. - Ensure at least good progress between key stages across reading, writing and maths for all pupils. 		Inclusion Leader
	To ensure our birth to five provision effectively instils the characteristics of effective learners.	<ul style="list-style-type: none"> - Robust referral processes identify children and families so that they can access relevant services. - There is a consistency in approach amongst all staff across all 0-5 provision. - There is a strong partnership between Children Centre staff and the EYFS based staff. - There is a significant number of children accessing the Children Centre joining our Nursery. 		Birth to Five Leader
Personal Development	To ensure we engage parents and carers in a full partnership between school and home.	<ul style="list-style-type: none"> - Consistent approach to home learning across the school. - Increase in parents attending workshops (75% of target audience). - Increase in percentage of children returning home learning half termly. - Parents' surveys show parents feel confident at supporting children with their home learning. 	Learning and Community Committee	Assistant Head Teachers

Behaviour and Attitudes	To implement a whole school strategy to promote positive mental health and wellbeing.	<ul style="list-style-type: none"> - Core values of the school and the PSCE curriculum underpin a whole school approach to mental health and wellbeing. - Staff surveys continue to show that staff feel supported at work and positive about their mental health and wellbeing in the workplace. - Children and families are identified early for mental health and wellbeing support. - Parents' surveys show parents feel upskilled in supporting their own and their children's mental health and wellbeing. - High quality play opportunities are evident in Key Stages 1 and 2 in addition to the EYFS. 	Children and Community Committee	Inclusion Leader
	To improve attendance and punctuality of all pupils to above national averages.	<ul style="list-style-type: none"> - Persistently absent children numbers are in line with local authority average. - Parents are clear about their responsibility towards their children's attendance and punctuality. - A clear, consistent approach to managing attendance and punctuality is embedded. 		
Leadership and Management	To empower our non-core middle leaders to monitor the impact of our broad and balanced curriculum on pupil outcomes.	<ul style="list-style-type: none"> - Rigorous monitoring and evaluation of non-core subjects that impacts directly on pupil outcomes. - All leaders are implementing the intent of our concept curriculum and assessing robustly the outcomes. - All non-core leaders confident to lead their subject area and also lead rising middle leaders. - To develop a mastery approach in all non-core subjects. 	Learning and Community Committee	Senior Leadership Team
	For governors to work in collaboration with school leaders to provide a high quality education for all our pupils.			Chair of Governors

Curriculum/Focus Areas		
Major	Minor	Maintenance
English Inclusion World Learning PSCE	Science Art Design Technology Music PE Outdoor Learning, including Forest School	Maths Computing MFL