



Coppetts Wood
Children's Centre

School Improvement Plan 2020-21

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



At Coppetts Wood Primary School, 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.

Key Priorities at Coppetts Wood Primary School

Our School Improvement Plan priorities 2020-21 are:

Quality of Education

- 1) To accelerate progress from starting points, in all subjects, for all children so that progress is improved, particularly at greater depth in reading and writing.
- 2) To improve progress in maths by embedding strategies to further develop children's reasoning and problem solving skills.
- 3) To ensure we have a broad and balanced wider curriculum which supports children to acquire knowledge, skills and understanding.

Personal Development

To continue to empower pupils to be independent, responsible, respectful, active citizens who contribute positively to society.

Behaviour and Attitudes

To develop a clear, consistent, collaborative behaviour policy and procedures to support children's emotional literacy and promote self-regulation.

Leadership and Management

To provide high quality, inclusive education for all through leadership at all levels.

Key Area	Main Focus	Success Criteria We will know we are successful when	Governor Lead	Lead member of Staff
Quality of Education	To accelerate progress from starting points, in all subjects, for all children so that progress is improved, particularly at greater depth in reading and writing.	1) Assessment shows that progress in reading and writing is good or better with % achieving greater depth in reading and writing is maintained or improved (% achieving greater depth will be based on the class teacher's teaching experience) Good: Expected progress across the year Outstanding: More than expected progress across the year 2) Progress in books and on Tapestry is good or better 3) Assessment shows an increase in ability to reason and solve problems. 4) There is evidence in books and orally that pupils are using a range of problem solving strategies, including bar modelling	Learning and Teaching Committee	Deputy Head Maths Leader
	To improve progress in maths by embedding strategies to further develop children's reasoning and problem solving skills.	Children with complex needs: Good: 2 steps progress from starting point Consistently scoring 4 points from baseline based on support plan targets Outstanding: 3 steps progress from starting point Consistently scoring 5 points from baseline based on support plan targets		English Leader Maths Leader
	To ensure we have a broad and balanced wider curriculum which supports children to acquire knowledge, skills and understanding.	1) Assessment of the wider curriculum is coherent with clear impact of next steps based on assessment. 2) Children are fully involved in pupil ownership and can confidently talk about their learning. 3) Our Curriculum Map is implemented, ensuring clear curriculum coverage and progression across all foundation subjects, which includes the use of our school grounds. 4) Schemes of work for Geography and Computing are evaluated and re-written as needed to ensure coverage of the curriculum and knowledge, understanding and skills.	Learning and Teaching Committee	Assistant Head All Curriculum Leaders

Personal Development	<p>To continue to empower pupils to be independent, responsible, respectful, active citizens who contribute positively to society.</p>	<ol style="list-style-type: none"> 1) Pupil's behaviour (conduct and learning) reflects an understanding of the school values. 2) Pupils confidently enter the next phase of their education which is shown through academic and personal success 3) Children's life experiences are broadened which will impact on their awareness of the world around them 4) Children feel empowered to protect our planet, learn about environmental issues and the impact of humans on the world. 5) There are opportunities to celebrate and utilise differences in our school community. 6) Teaching and learning of RSE is planned and delivered explicitly within each year group so that children know more, remember more and understand more. 	<p>Children and Community Committee</p>	<p>Head Teacher Deputy Head Assistant Head Inclusion Leader</p>
Behaviour and Attitudes	<p>To develop a clear, consistent, collaborative behaviour policy and procedures to support children's emotional literacy and promote self-regulation.</p>	<ol style="list-style-type: none"> 1) Relevant policies are reviewed and updated through co-production and implementation. 2) Children are able to understand and communicate their feelings effectively. 3) Everyone feels safe, respected and there is a culture of being listened to. 4) Attendance will be at least in-line with national. 5) Children have high aspirations of themselves and as a result of this set themselves challenging next steps. 6) There is a clear vision and strategy for promoting emotional wellbeing, mental health and equality of opportunity for all. 7) The Independence Triangle is embedded and used throughout all parts of the school day. 	<p>Children and Community Committee</p>	<p>Inclusion Leader</p>
Leadership and Management	<p>To provide high quality, inclusive education for all through leadership at all levels.</p>	<ol style="list-style-type: none"> 1) Leaders at all levels take into account the workload and well-being of staff, while also developing and strengthening the quality of the workforce. 2) There is consistency amongst staff in their approach to providing inclusive education so that all children able to access lessons and tasks. 3) Leaders have a thorough understanding of their subject and how it has impacted on pupils from all groups. 4) Whole school physical environment reflects the wider school community and the cohorts of each class. 	<p>Learning and Teaching Committee</p>	<p>Senior Leadership Team All Whole School Leaders</p>

Curriculum/Focus Areas		
Major	Minor	Maintenance
Inclusion Personal Development PSCHE Growing and Changing (RSE) RE Music Computing	English Maths Geography Design and Technology Sustainability	MFL PE Science History Art and Design