



Where learning's an adventure

**Copenhagen Primary School**

**School Improvement Plan**

**2015-2016**

# Key Priorities

<b>PRIORITY 1</b>	<b>Effectiveness of leadership and management</b>	To develop and empower leaders and managers to demonstrate high expectation and an uncompromising, highly successful drive to improve pupils' achievements. The impact of which is rigorously evaluated.
<b>PRIORITY 2</b>	<b>Personal development, Behaviour and Well-Being</b>	To continue to build on pupils taking responsibility and exhibiting excellent attitudes to learning within a set Copenhagen behaviour framework.
<b>PRIORITY 3</b>	<b>The quality of learning, Teaching and Assessment</b>	To sustain the substantial improvements in teaching through training all staff up to the highest professional standards.
<b>PRIORITY 4</b>	<b>Outcomes for pupils</b>	To raise attainment in Reading, Writing, mathematics and computing, in all year groups and especially in Years 5 and 6 by assessing pupils progress through using emerging, expected and exceeding standards. To continue to improve outcomes in Reading and Writing in the Early Years Foundation Stage.

<b>Leadership and Management</b>		<b>Lead: Harsha Patel</b>	<b>Monitored by: External reviews Governors Copenhagen Curriculum Committee</b>
<b>Key priority 1</b>	<b>Success Criteria- to be achieved by the end of the year</b>		
To develop and empower leaders and managers an uncompromising, setting high expectation to successful drive to improve pupils' achievements. The impact of which is rigorously evidence based.	a. Leadership at all levels is able to systematically evaluate the impact of its work to include rigorous analysis of data, so that weaknesses can be quickly identified and addressed.		

<b>Personal development, behaviour and Well-being</b>		<b>Lead: Tina Saedi Links to Vales and PSCHE</b>	<b>Monitored by: External reviews Governors Copenhagen Curriculum Committee</b>
<b>Key priority 2</b>	<b>Success Criteria- to be achieved by the end of the year</b>		
To continue to build on pupils taking responsibility and exhibiting excellent attitudes to learning within a set Copenhagen behaviour framework.	a. Personal development, behaviour and well-being is judged as outstanding b. 100% pupils able to follow the set Copenhagen expectations		

<b>The quality of learning, Teaching and Assessment</b>		<b>Lead: AHT: Rathina S (Autumn Term)</b> <b>AHT: Spring and Summer Term</b>	<b>Monitored by: External reviews</b> <b>Governors</b> <b>Copenhagen Curriculum Committee</b>
<b>Key priority 3</b>	<b>Success Criteria- to be achieved by the end of the year</b>		
To sustain the substantial improvements in teaching through training all staff up to the highest professional standards.	<ul style="list-style-type: none"> <li>a. 100% of all teachers meet teachers' standards at PM targets and move up the pay scale.</li> <li>b. 100% of NQTs and TT successfully complete their induction year.</li> </ul>		

<b>Outcomes for pupils</b>		<b>Lead: Harsha Patel (Autumn Term 1)</b> <b>EC: Autumn 2 Spring and Summer Term</b> <b>Links to</b>	<b>Monitored by: External reviews</b> <b>Governors</b> <b>Copenhagen Curriculum Committee</b>
<b>Key priority 4</b>	<b>Success Criteria- to be achieved by the end of the year</b>		
Raise attainment in Reading, Writing, mathematics and ICT, especially in Years 5 and 6 by assessing pupils' progress through using emerging, expected and exceeding. To continue to improve outcomes in Reading and Writing in the Early Years Foundation Stage.	<p><b>End of KS2:</b></p> <ul style="list-style-type: none"> <li>a) Average progress made by a significant proportion of pupils in reading, writing and mathematics;</li> <li>b) A significant proportion of pupils achieving the national standard in reading, writing and mathematics at the end of key stage 2;</li> <li>c) Average score of pupils in their end of key stage 2 assessments is in line with national; and a significant % of pupils who achieve a high score in all areas at the end of key stage 2.( The 'high score' will not be set until the first new KS2 tests are sat in summer 2016)</li> <li>d) School to be above the floor if pupils make sufficient progress across all of reading, writing and mathematics <b>or</b> if more than 65% of them achieve the national standard in reading, writing and mathematics.</li> <li>e) Sufficient progress (80% ) will be calculated using as a value-added measure from KS1 to KS2. The precise level of 'sufficient progress' will not be set until the first new KS2 tests are sat in summer 2016.</li> </ul> <p><b>End of KS1:</b></p> <ul style="list-style-type: none"> <li>a) Assessment at KS1: (tests) show that pupils are working at or above age-related expectations.</li> <li>b) With 85% of all pupils at age related and 30% above age related. Increased percentage of pupils performing above the national average in all subjects at KS1</li> </ul> <p><b>End of EYFS:</b> Foundation Stage pupils achieve a GLD above national averages.</p> <p><b>All other year groups:</b></p> <p>% pupils at expected and 30% exceeding age related expectations when assessed against the New Curriculum</p> <p>Y1: Phonics: School to exceed the proportion of pupils meeting the phonics assessment requirements.</p>		

