



Where learning's an adventure

School Improvement Plan

2016-2017



Overview of the Key Priorities

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| Date of last inspection | 10th and 11th March 2015 | |
| OFSTED Key Issues for Improvement | Overall effectiveness | RI |
| | Outcomes | RI |
| | T & L | G |
| | B & S | G |
| | L & M | G |
| | E Y | G |
| KI 1 | Pupils' attainment is not as high as it should be. Though results improved in 2014, attainment in mathematics, reading and writing were below average. | |
| KI 2 | Pupils' progress has improved significantly since the last inspection. However, these improvements have not been sustained over time for all groups of pupils, particularly in Years 5 and 6. | |
| KI 3 | In mathematics, Key Stage 2 pupils are not asked to consider the efficiency of their calculations. They have too few opportunities to talk about their mathematical thinking. | |
| KI 4 | It is too early to see the impact of recent improvements to the provision for pupils with disabilities and special educational needs. | |
| KI 5 | Teachers are ensuring that gaps in pupils' computing skills are closing. However, the legacy of poor teaching and underachievement mean pupils' attainment is not as secure as it should be. | |

KEY PERFORMANCE INDICATORS (KPIs)

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| KEY PRIORITIES 2016-17 | |
| Effectiveness of leadership and management | To secure good/outstanding leadership and management. Assign greater accountability to all levels of leadership. |
| Teaching, Learning and assessment | To secure ' good ' and some ' outstanding ' teaching, learning and assessment across the whole curriculum. |
| Personal development, behaviour and welfare | To maintain 'good' and strive for 'outstanding' behaviour and safety . |
| Outcomes for pupils | To raise pupil attainment and accelerate progress with a focus on Reading, Writing and Mathematics. |

| | By Dec 2016 | By April 2017 | By July 2017 |
|---|---|---|---|
| Leadership and Management External Ofsted judgements | Good/Outstanding | Good/Outstanding | Outstanding |
| Teaching, Learning and assessment External Ofsted judgements | 100% Good 30% Outstanding | 100% Good 40% Outstanding | 100% Good 50% Outstanding |
| Behaviour, Safety & Welfare External Ofsted judgements | Good/Outstanding | Good/Outstanding | Outstanding |
| Outcomes for pupils Moderations External Ofsted judgements | At least 85% pupils make expected progress with 30% making better than expected progress 30% pupils in all year groups at age-related expectations | At least 90% pupils make expected progress with 40% making better than expected progress 60% pupils in all year groups at age-related expectations | End of KS2 school meets / exceeds national and LA in E+ M combined = 65% +/- Target: 83% KS2: Reading 83% Writing 83% Mathematics 83% Reading, Writing and maths to meet Y6 targets. KS1: Expected and Higher standard – Reading at expected:82.4 Greater depth:41.2, Writing: 76 Greater 35, Maths 76% and Greater depth 35% Y1 Phonics to be above national and LBI. EYFS GLD to continue to be above national at the end of Reception. Y1, Y3, Y4 and Y5 All other year groups: R+W+M== 80% + at Expected / R+W+M== 30% + at Exceeding At least 100% pupils make expected progress with 30% making better than expected progress Progress within the year to be 8 pts + for all year groups. Expected Progress & Exceeding expected Progress close to or in line with national averages (including disadvantaged pupils) |

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| 1. | Leadership and Management | Lead: Harsha Patel | Monitored by: External reviews Copenhagen Curriculum Committee Governors |
| | Key priority 1: Raise the quality of Leadership and Management | Success Criteria- to be achieved by the end of the year | |
| | To secure good/outstanding leadership and management. Assign greater accountability to at all levels of leadership | <ul style="list-style-type: none"> • Clear roles and responsibilities for new leaders established for all leaders including governors • Leadership at all levels is able to evaluate their impact so that weaknesses can be quickly identified and addressed • Leadership and management judged as good /outstanding. | |

| 2. | Quality of teaching | Lead: Eleanor Clarke Phase leaders: Mohame d Haji and Asma Begum | Monitored by: External reviews Governors Copenhagen Curriculum Committee | | | | | | | | | |
|-----------------|--|---|---|-----|-----|--------|-----------|-----------|-----------|-----------------|-----------------|-----------------|
| | Key priority 2: | Success Criteria- to be achieved by the end of the year | | | | | | | | | | |
| | To secure ' good ' and some ' outstanding ' teaching, learning and assessment across the whole curriculum. | <p>Ensuring that the majority (100%+) of learning experiences are judged to be good and improving the percentage of outstanding learning experiences. Progress in books, lessons and observations will be triangulated.</p> <p>In all subject areas:</p> <table border="1"> <thead> <tr> <th>Aut</th> <th>Spr</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>100% Good</td> <td>100% Good</td> <td>100% Good</td> </tr> <tr> <td>30% Outstanding</td> <td>40% Outstanding</td> <td>50% Outstanding</td> </tr> </tbody> </table> | | Aut | Spr | Summer | 100% Good | 100% Good | 100% Good | 30% Outstanding | 40% Outstanding | 50% Outstanding |
| Aut | Spr | Summer | | | | | | | | | | |
| 100% Good | 100% Good | 100% Good | | | | | | | | | | |
| 30% Outstanding | 40% Outstanding | 50% Outstanding | | | | | | | | | | |

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| 3. | Personal Development. Behaviour, well-being and safety | Lead: Phase: MH and AB SBM: VO | Monitored by: External reviews Governors Copenhagen Curriculum Committee |
| | Key priority 3: Personal Development. Behaviour, well-being and safety | Success Criteria- to be achieved by the end of the year | |
| | To maintain 'good' and strive for 'outstanding' behaviour and safety. | a) To reduce the monthly number of pupils on red card incidents / days excluded from school. b) 100% of pupils show positive attitudes to all aspects of learning. (whole class, group or independent.) c) 100% of pupils show an eagerness to learn and are prepared for learning Pupil survey: d) Pupil Questionnaire: shows that more than 90% of pupils believe that bullying in any form is dealt with./ shows that more than 90% of pupils believe that behaviour has improved./ shows that more than 90% of pupils show that they are not bored in lessons. | |

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| 4. | Pupil Outcomes | Lead: EC | Monitored by: External reviews LA / External Partners Federated Governing Body Copenhagen Curriculum Committee |
| | Key priority 4: | Success Criteria- to be achieved by the end of the year | |
| | To raise pupil attainment and accelerate progress with a focus on Reading, Writing and Mathematics. | End of KS2 school meets / exceeds national and LA in E+ M combined = 65% +/ Target: 83% KS2: Reading 83% Writing 83% Mathematics 83% Reading, Writing and maths to meet Y6 targets. KS1: Expected and Higher standard – Reading at expected:82.4 Greater depth:41.2, Writing: 76 Greater 35, Maths 76% and Greater depth 35% Y1 Phonics to be above national an LBI. EYFS GLD to continue to be above national at the end of Reception. Y1, Y3, Y4 and Y5 All other year groups: R+W+M== 80% + at Expected / R+W+M== 30% + at Exceeding At least 100% pupils make expected progress with 30% making better than expected progress Progress within the year to be 8 pts + for all year groups. Expected Progress & Exceeding expected Progress close to or in line with national averages (including disadvantaged pupils) | |