

# Horspath Church of England School

## Summary of School Development Plan 2015-16

	Objective	Background	Actions
<b>1</b>	<b>To improve overall effectiveness in teaching, learning and assessment</b>	<ul style="list-style-type: none"> <li>National curriculum levels have been removed in the new curriculum, requiring schools to choose new assessment systems to track pupil progress</li> <li>A new baseline assessment for foundation year children is being introduced by the government, against which the school's performance will be measured from 2017</li> </ul>	<ul style="list-style-type: none"> <li>Implement new data tracking and assessment procedures</li> <li>Implement new baseline Assessment</li> </ul>
<b>2</b>	<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>The growing number of pupils in the school has increased the size of Oak and Willow class.</li> <li>The new national curriculum introduced in 2014 requires continuing review of the school's curriculum planning.</li> </ul>	<ul style="list-style-type: none"> <li>Implement new class structure with additional Year 5 class</li> <li>Review long term planning and implement new rolling programme to ensure all pupils cover the specified curriculum content in Foundation subjects across mixed year group classes.</li> <li>Evaluate the school's curriculum to ensure provision for social, moral, spiritual and cultural education meets the needs of the pupils.</li> </ul>

	<b>Objective</b>	<b>Background</b>	<b>Actions</b>
<b>3</b>	<b>Personal, Development, Behaviour and Welfare</b>	<ul style="list-style-type: none"> <li>• While behaviour in the school is usually very good, behaviour could be improved by staff, pupils and parents being clear about expectations of behaviour and the process of applying sanctions.</li> </ul>	<ul style="list-style-type: none"> <li>• Make improvements to Behaviour and Discipline within the school to ensure that pupils' behaviour and attitudes to learning are consistently good across the school.</li> </ul>
<b>4</b>	<b>Outcomes for Pupils</b>	<ul style="list-style-type: none"> <li>• Progress and achievement in a few specific areas lags below national expectations and school average</li> <li>• The new curriculum encourages children with SEN to be taught within the main class, not in separate interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Improve standards of writing in EYFS and Year 1.</li> <li>• Improve standards in maths in Years 5 and 6.</li> <li>• Change procedures in provision mapping for SEN and pupils making slow progress to reflect new formative and summative assessment procedures.</li> </ul>
<b>5</b>	<b>Working in Partnership</b>	<ul style="list-style-type: none"> <li>• While many secondary schools have now converted to academies, fewer primary schools have. Primaries are now being encouraged to consider conversion, and to form stronger partnerships with other schools</li> <li>• Recent events in other parts of the country and renewed the focus on ensure good governance of schools</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to investigate the advantages and disadvantages of academy conversion and other changes of status</li> <li>• Improve links with other schools and relevant organisations</li> <li>• Assess effectiveness of governing body</li> </ul>