

Horspath Church of England School

Summary of School Development Plan 2015-16

	Objective	Background	Actions
1	To improve overall effectiveness in teaching, learning and assessment	<ul style="list-style-type: none"> National curriculum levels have been removed in the new curriculum, requiring schools to choose new assessment systems to track pupil progress 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 	<ul style="list-style-type: none"> Implement new data tracking and assessment procedures Implement new baseline Assessment
2	Leadership and Management	<ul style="list-style-type: none"> The growing number of pupils in the school has increased the size of Oak and Willow class. The new national curriculum introduced in 2014 requires continuing review of the school's curriculum planning. 	<ul style="list-style-type: none"> Implement new class structure with additional Year 5 class 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. Evaluate the school's curriculum to ensure provision for social, moral, spiritual and cultural education meets the needs of the pupils.

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3	Personal, Development, Behaviour and Welfare	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Make improvements to Behaviour and Discipline within the school to ensure that pupils' behaviour and attitudes to learning are consistently good across the school.
4	Outcomes for Pupils	<ul style="list-style-type: none"> Progress and achievement in a few specific areas lags below national expectations and school average The new curriculum encourages children with SEN to be taught within the main class, not in separate interventions 	<ul style="list-style-type: none"> Improve standards of writing in EYFS and Year 1. Improve standards in maths in Years 5 and 6. Change procedures in provision mapping for SEN and pupils making slow progress to reflect new formative and summative assessment procedures.
5	Working in Partnership	<ul style="list-style-type: none"> 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 Recent events in other parts of the country and renewed the focus on ensure good governance of schools 	<ul style="list-style-type: none"> Continue to investigate the advantages and disadvantages of academy conversion and other changes of status Improve links with other schools and relevant organisations Assess effectiveness of governing body