



Horspath C of E Primary School Improvement Plan 2019-2020

Achieving Excellence

Three Year Vision

Horspath C of E Primary School is a vibrant school where children are enthusiastic and motivated to achieve endless possibilities. The children are at the heart of every decision we make; we ensure they are happy, confident and that we provide opportunities that are relevant to their needs both now and in the future.

At Horspath, we believe that children should be curious about their learning. Through our engaging curriculum, we ensure that children can foster a passion for learning that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum; where individual talents can be spotted and nurtured to ensure that all children experience success and reach their full potential. We also believe in achieving academic excellence, we encourage children to work hard and take responsibility for their learning. We believe that we are responsible not just for ourselves but for the world around us. We take that responsibility seriously and we do our best to look after our world.

	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022
Priority 1	Maintain high outcomes by converting more middle attainers to high and lower attainers to middle – ensure vulnerable learners are well supported especially in writing	Not a focus this year (as embedding established actions from Year 1)	Not a focus this year (as embedded)
Priority 2	Continue curriculum review so that curriculum ensures challenge and access for all pupils and delivers progression of knowledge and skills		Not a focus this year (as embedded)
Priority 3	Revisit the Christian values of our school and embed them into the curriculum		



Key Priorities for the current year

Priority as overall success criteria	Evidence for making this a priority	Overall SLT Lead for action planning this priority:	Governing Body Committee / Link Governor with oversight
<p>1. Maintain high outcomes by ensuring that those at risk of underachievement are identified and targeted through high quality first teaching.</p>	<p>Data shows that children make expected progress based on their starting points. Very few children make more than expected progress. Early identification and intervention of these children will enable them to make more rapid progress. On average 80% of pupils reach ARE or more - To make a difference the focus needs to shift to give as much priority to the 'last 20%' as is given to MA and HA</p>	<p>Inclusion leader with responsibility for PP and SEN JZ</p>	<p>Achievement and Standards/ named PP Governor</p>
<p>2. Continue curriculum review so that curriculum ensures challenge and access for all pupils and delivers progression of knowledge and skills</p>	<p>Monitoring shows that though the curriculum is varied subjects and themes need to be explored in more depth in order to provide opportunities for teaching skills for life</p>	<p>Head and Deputy RM MB Maths lead JM</p>	<p>Children, learning and communications CLAC</p>
<p>3. Revisit the Christian character of our school and embed them into the curriculum</p>	<p>An area for development from SIAMS 2018 was to develop the school's Christian character and vision.</p>	<p>Head teacher RM</p>	<p>CLAC and foundation Governor</p>



Other Priorities

In addition to the priorities listed above, we identify the other areas in which we aim to make significant progress this year. These will be reported to Governors as part of our wider drive for excellence. The lead staff will write specific action plans as appropriate

Area	Objective	Lead Staff	Governor Committee
<i>Leadership</i>	<i>Continue to develop the leadership capabilities of new leaders so they deliver effectively their area plans and establish strong alignment to whole school outcomes</i>	HT	Impact
<i>Outcomes</i>	All year groups meet attainment targets set	HT	
<i>Teaching and Learning</i>	Implementation of Mastery approach in maths / timetables screen Y4	JM	
<i>Professional Learning</i>	Implement a robust peer mentoring program so that all teachers become expert coaches	HT	
<i>Climate and Ethos</i>	Wellbeing of all staff remains a high priority	JZ	

Appendix 1: Whole School Attainment and Progress Targets for current year

ATTAINMENT	Reading	Writing	Maths	GLD	
EY GLD	60%	80%	60%	80%	
PHONICS (Y1)	84%				
	Reading	Writing	Maths	SPAG	Comb RWM
KS1 (Y2)	86	82	96		82
KS2 (Y6)	67	72	72	72	55%
YEAR 3	74%	84%	79%		63%
YEAR 4	68%	68%	72%		64%
YEAR 5	90%	76%	72%		52%

Y6 Targets - Still to be agreed with Y6 Teacher

Targets	Reading	Writing	Maths	SPAG	Comb
	85%	80%	80	80%	65%

Appendix 2: Working together in RLT – Strengths and Training Needs



Key Strengths of the school which could bring expertise/capacity/support to other schools in RLT
Outline in this table any key strengths in the school and if you have expertise and/or capacity to share with other schools in the Trust

Areas where training / input / expertise would be valued from either other RLT schools or from beyond the Trust
Outline in this table any training needs which may be met from other schools in RLT or from other providers (which may be accessed by other RLT schools)
Subject leader network training - in school support for planning and delivery
Training to prepare staff for new ofsted arrangements

Appendix 3: Key points summary regarding implementation of Improvement plans

- Priorities chosen for the Improvement Plan must link to the school's SEF
- The priorities of the SIP should be clear, coherent and easily remembered by all staff
- Priorities must be supported by more detailed action plans with clear staff ownership and accountability – see model action plans for guidance
- Middle leaders must develop their own action plans to ensure action and impact on their priorities, which should support school priorities – these are reviewed under agreed regular timescales with SLT
- The focus must always remain on IMPACT (i.e. the success we want to achieve) rather than completion of a task for the sake of it
- Interim evaluations must be carried out under agreed regular timescales (with Headteacher / at SLT / with governors) to ensure items do not slip and where appropriate to allow the plan to flex – see model action plans for guidance