



Horspath C of E Primary School Improvement Plan 2020 - 2021

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 2020-2021	Year 2 2021-2022	Year 3 2022-2023
<i>Priority 1</i>	Maintain high outcomes for all cohorts and especially for disadvantaged and Y1, Y2 and Y6 through consistent delivery of quality first teaching and appropriate intervention.	<i>Ensuring transition arrangements are robust so that teacher are able to quickly identify those who still have attainment gaps</i>	<i>Continue to monitor maintenance of high outcomes to ensure gaps continue to close rapidly</i>
<i>Priority 2</i>	Implement Mastery Maths across the school so that Maths attainment is in line with English for all years groups and especially Y4		
<i>Priority 3</i>	Continue to review the curriculum so that it promotes independent and higher order thinking, reflects diversity, challenges stereotyping and reduces unconscious bias. Ensure the curriculum can continue to be delivered through home learning		<i>assessment of wider curriculum</i>
<i>Priority 4</i>	Revisit the vision of the school ensuring it is rooted in Christian narrative, in order to strengthen the ethos of the school and underpin the aims of the curriculum		Prepare for and respond to SIAMs inspection outcomes



Key Priorities for the current year

Priority as overall success criteria	Evidence for making this a priority	SLT Lead for action planning this priority:	governance Body Committee / Link Governor with oversight
<p>1. Maintain high outcomes for all cohorts especially for disadvantaged and Y1, Y2 and Y6 through consistent delivery of quality first teaching and appropriate intervention.</p> <p>COST -</p>	<p>Data shows that children the vast majority of children were make expected progress based on their starting points. Pre COVID we were experiencing good and better progress for all PP eligible pupils and most SEN pupils. 78% of pupils made expected or more progress in reading assessments. 100% of disadvantaged pupils made more than expected progress, 78% SEN made more progress (2019 SEF - Autumn update). Early identification and intervention of these children had enabled rapid progress. However these pupils are at risk of falling behind due to the prolonged school closure.</p>	<p>Inclusion leader with responsibility for PP and SEN JZ</p>	<p>Achievement and Standards/ named PP Governor</p>
<p>2. Implement Mastery Maths across the school so that Maths attainment is in line with English for all years groups and especially Y4</p>	<p>Data from Autumn assessment evidenced that current Y3 had lower maths attainment and progress than the rest of the school; this cohort is at risk of falling further behind due to the prolonged school closure. EEF research has shown that implementation of a mastery teaching programme may represent a cost-effective change for primary schools to consider.</p>	<p>Head and Deputy RM MB Maths lead JM</p>	<p>Children, learning and communications CLAC</p>
<p>3. Continue to review the curriculum so that it promotes independent and higher order thinking, reflects diversity, challenges stereotyping and reduces unconscious bias. Ensure the curriculum can continue to be delivered through home learning</p>	<p>A curriculum review was started in 2019-2020. Ofsted noted that the review was in the early stages but was on the right track and to improve further, <i>'Leaders should ensure that teachers continue to receive the support they need to develop their expertise in these subjects so that the curriculum is delivered consistently well'</i>. The school acknowledges that it has a majority white population and would like to implement a curriculum that is reflective of the diversity of Britain.</p>		
<p>4. Revisit the vision of the school ensuring it is rooted in Christian narrative, in order to strengthen the ethos of the school and underpin the aims of 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>		
<i>Outcomes</i>	<i>All year groups meet attainment targets set</i>		
<i>Teaching and Learning</i>	<i>Implementation of Mastery approach in maths / timetables screen Y4</i>		
<i>Professional Learning</i>	<i>Implement a robust peer mentoring program so that all teachers become expert coaches</i>		
<i>Climate and Ethos</i>	<i>Wellbeing of all staff remains a high priority</i>		

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

2020-2021

Reception GLD			Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
EXP 2	EXC 3		WA+	GD										
71-82 %	18-24 %	Reading	95	30	75	30	85	40	81	28	70	20	80	25
		Writing	90	20	70	15	75	10	76	28	70	20	70	25
		Maths	90	20	80	30	80	30	85	33	80	30	75	25
		SPAG / Phonics	90	20	85	20	85	40	71	28	80	30	75	25

Key

EXP – Expected

EXC – Exceeding

WA+ Working at or above

GD – Greater Depth



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
Computing – we have a knowledgeable leader in place and staff have good subject knowledge
Reading – Staff have good subject knowledge in reading and teaching of early reading

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