



“A small school where big things happen”

Horsley Strategic Plan 2016 - 2019

This plan sets out the long term strategic direction for Horsley School. The governors discussed what is being done well at Horsley and identified priorities for the future. It informs the School Development Plan that is developed by the headteacher and staff.

Where are we now? (Ofsted summary 2015)

This is a good school -

- The headteacher has driven improvement at a fast pace since her appointment following the previous inspection. Her drive and ambition underpin the good and continuing improvement at the school.
- The quality of teaching, learning and assessment is good. Teachers plan interesting and engaging tasks to enable pupils to learn effectively.
- Pupils make good progress from their starting points, particularly in reading and writing. They leave the school well prepared for their secondary education.
- Governors know the school well. They share the headteacher’s determination to further improve the quality of teaching and pupils’ achievement.
- Standards in reading, writing and mathematics are consistently above the national average at the end of Year 2. Standards in reading and writing at the end of Year 6 are also above the national average.
- Relationships between staff and pupils are extremely positive. The school’s Christian ethos makes a strong contribution to pupils’ social, moral, spiritual and cultural development.
- Pupils behave well in lessons. They are proud of their school and show respect to their teachers and each other.
- The headteacher has successfully implemented an effective system for checking pupils’ achievement and progress. Leaders and governors hold teachers firmly to account for the progress of their pupils.
- The well-planned curriculum is enhanced by learning opportunities in the outdoor classroom and visits to places of interest.

- Pupils who need help with their learning make good progress from their starting points because of the high-quality support they receive.

It is not yet an outstanding school because -

- Teaching and learning in the early years are not yet good. Adults in the early years do not use questioning well enough to check on or increase children's understanding or to develop their learning.
- A few pupils do not make the best possible progress in mathematics. Tasks set do not sufficiently challenge pupils to achieve the highest standards they are capable of.

SIAMS

Positive Governors - SIAMS Statements

The governors know the school well and use this knowledge to ensure that there are good outcomes for pupils (SIAMS, 2017)

Governors take seriously the need to make decisions based on the school's Christian character so that all stakeholders can identify how these values affect the daily lives and achievements of all learners (SIAMS, 2017)

Positive General - SIAMS Statements

Children behave well and this is universally acknowledged to be rooted in the school's Christian character and Christian values (SIAMS, 2017).

The physical environment of the school vibrantly supports the school's Christian ethos, with imaginative and creative art work encouraging reflection and application of the school's Christian values (SIAMS, 2017).

Positive Headteacher - SIAMS Statements

The new headteacher has clearly identified the school's strengths and weaknesses. As a result, leaders have a strong vision for the school and an understanding as to how to move the school forward based on its distinctive Christian character and Christian values (SIAMS, 2017).

The new headteacher is driving the school forward with energy and passion. He has a very clear vision for the school based on distinctively Christian values and he is ably supported in the delivery of this by the governors. This has given a renewed impetus to the desire to make the school's Christian values at the heart of all its work (SIAMS, 2017).

Leaders have a good understanding of the school's performance and this leads directly to effective school improvement planning that is driving the school forward (SIAMS, 2017).

Governor Vision Statement

Nurturing to grow and thrive

As a church of England primary school, our Christian values will ensure that the children at Horsley receive a good education that promotes life in all its fullness.

High quality teaching will ensure that all children will leave Horsley having made at least expected progress. The learning environment will provide opportunities for children to experience success both in academic attainment and in other educational experiences. These experiences will utilise the opportunities that are provided by Horsley village and the surrounding area. The school will build on links with a range of other schools in order to develop good relationships and enhance what we offer. The school will respond to parents' wishes concerning wrap around care and deliver provision that children recognise as a positive part of their school life. Financial stability will ensure that governors and staff can plan effectively for the future of the school and enable all children to benefit from the opportunities and experiences that Horsley offers.

Strategic Priorities:

- To ensure longevity of a school in Horsley village
- To ensure the educational experience provided by Horsley church of England primary school enables every child to succeed and thrive.

School Development Plan