

# Welcome to Horsmonden Primary School Parent Briefing



# Leadership and governance

## \*The role of governors:

- \* Setting the strategy
- \* Holding the Headteacher to account
- \* Ensuring money is wisely spent

# Ofsted 2014

- \* Improve the **quality of teaching** so that it is consistently good or better in order to **raise pupils' achievement**, by ensuring:
  - \* teachers' **written guidance** in their marking helps pupils to understand how to move to the next level in their learning
  - \* the understanding of pupils of average ability is regularly checked so they are effectively **challenged** to achieve the higher levels
  - \* pupils have more opportunities to apply their mathematical skills to **solve real-life problems**
  - \* pupils have increased opportunities to **write at length** in subjects other than English, especially in KS2
  - \* children in Reception have effective opportunities to use their **speaking and listening** literacy skills particularly when playing together in the **outside setting**

# Ofsted 2014

- \* Increase the impact of leaders, including governors, by:
  - \* Developing the **role of all subject leaders** to check that pupils are making good progress in their use of literacy and numeracy skills
  - \* Strengthening the **role of governors** to ensure the school's performance improves

# HMI July 2014

- \* improve teaching further by focusing more closely on **mathematics** so that pupils get more opportunities to **apply their skills** in a range of contexts
- \* ensure the work you do on the curriculum means that pupils are given more **exciting work** to do to develop their **writing**

# HMI January 2015

- \* ensure that all teachers give **detailed feedback** to pupils about how they can improve their work so that pupils' progress accelerates.

# Improvements to leadership

## \* Setting the strategy

\* Vision

\* Values



# School Vision

Together we will inspire a love of learning and help all children to achieve their personal goals, now and in the future.



# Values

## **Aspiration**

Our children are driven to fulfill their personal potential and have the confidence to achieve their goals.

## **Collaboration**

We enjoy working together in groups, teams and as a whole school to achieve greater results.

## **Integrity**

We believe in a clear moral framework and conduct ourselves with honesty, politeness and consideration for others.

## **Resilience**

We have the ability and determination to learn from our mistakes and overcome setbacks.

# Values

## **Happiness**

We like our learning to be fun and value the strong friendships we form at school.

## **Kindness**

We always try to support the needs of others in our class, our school and our community.

## **Creativity**

We encourage independent thinking and problem solving across the whole curriculum.

## **Respect**

Underpinning everything is the value we place on our classmates, teachers, parents, the community, our environment and ourselves.

# Holding Headteacher to Account

- \* Performance management
- \* Targets
- \* Local Authority involvement

# Governance procedures

- \* External review of governance
- \* Reconstitution of governing body
- \* Monitoring visits
- \* Full Governing Body meetings
- \* Learning group
- \* Behaviour group
- \* Individual governor roles

# Pupil Outcomes

- \* Achievement is measured in two ways:
  - \* Attainment – the academic level reached by the child
  - \* Progress – the movement in academic level measured between two points in time
- \* The government sets minimum standards (floor standards) for attainment and progress at the end of KS2

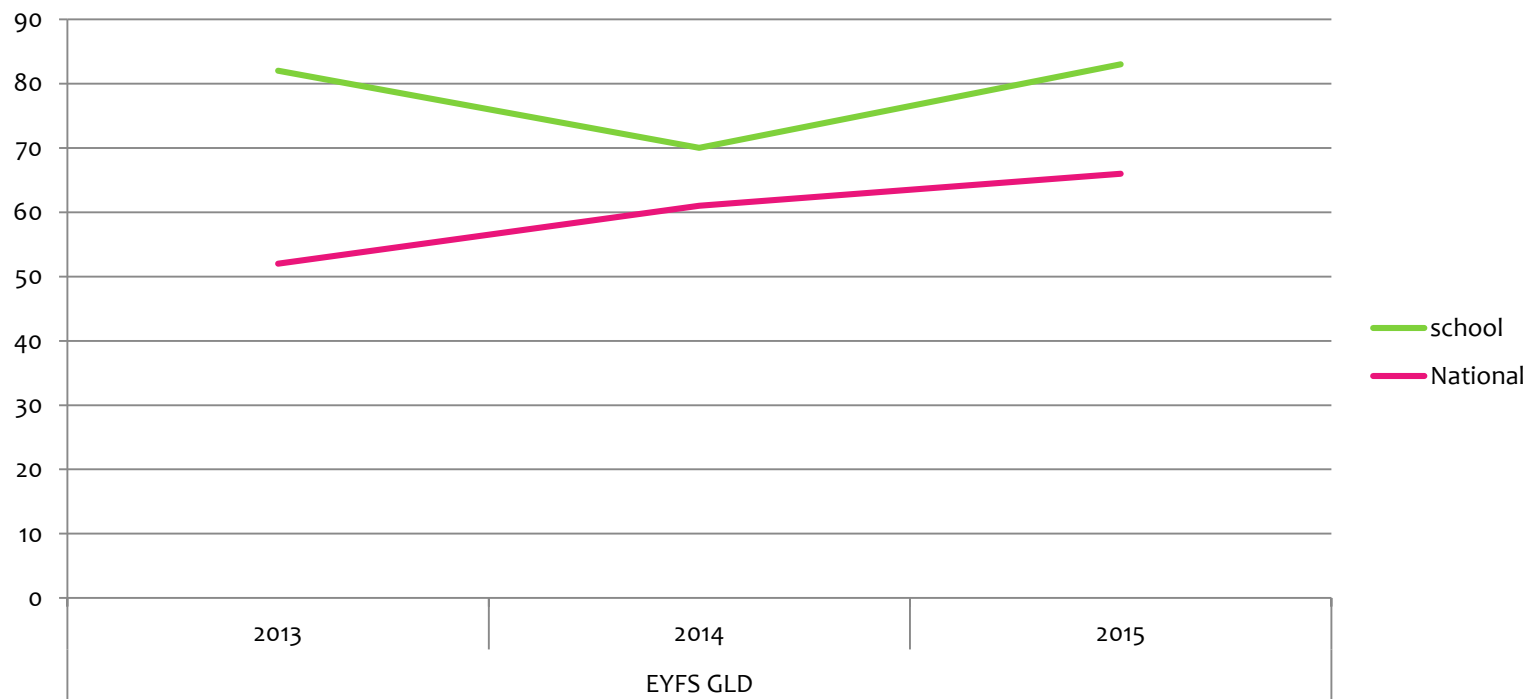
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# Pupil Outcomes

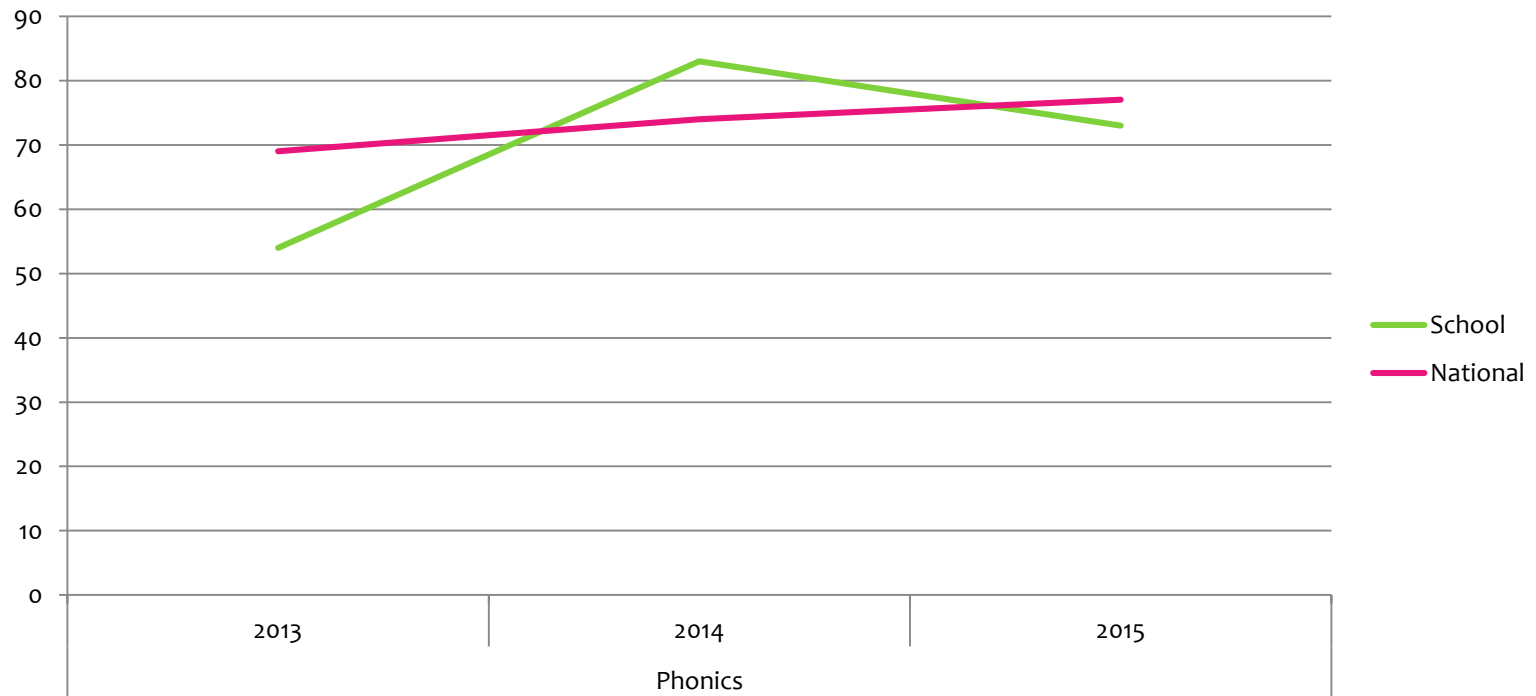
## \* Statutory Assessments:

- \* EYFS Framework - % of children reaching a 'Good Level of Development'
- \* Year 1 phonics screening
- \* Year 2 SATs and phonics retakes
- \* Year 6 SATs

# EYFS Good Level of Development

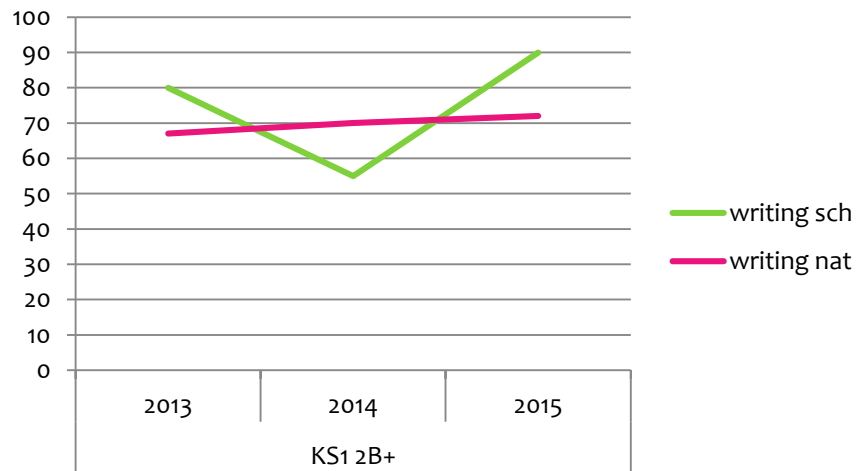
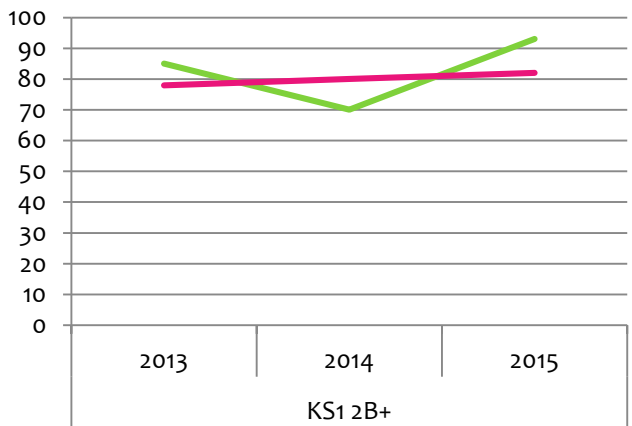
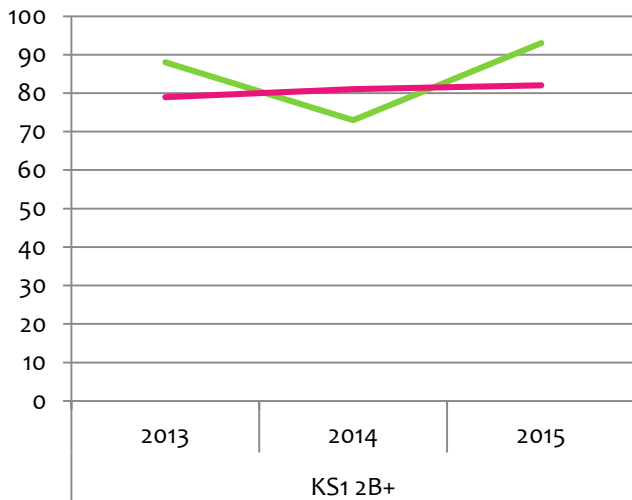


# Year 1 Phonics check

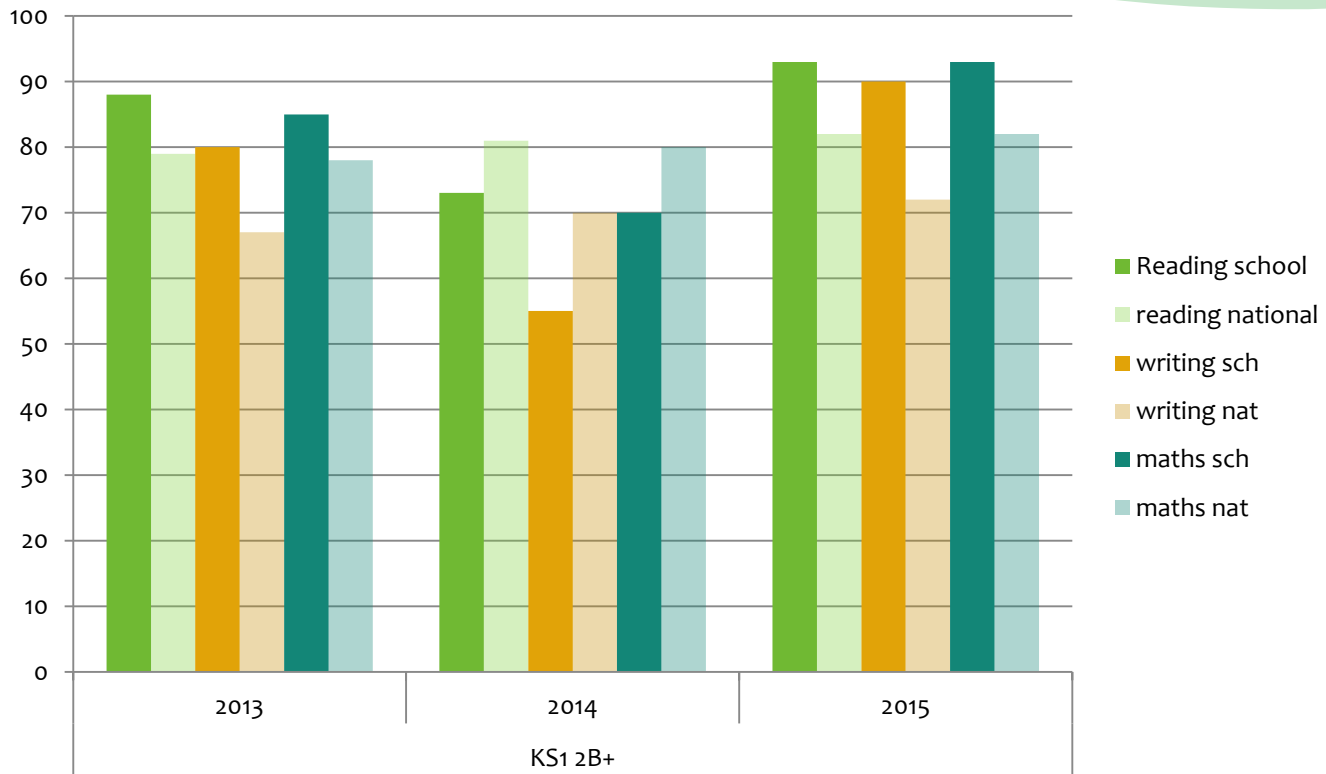




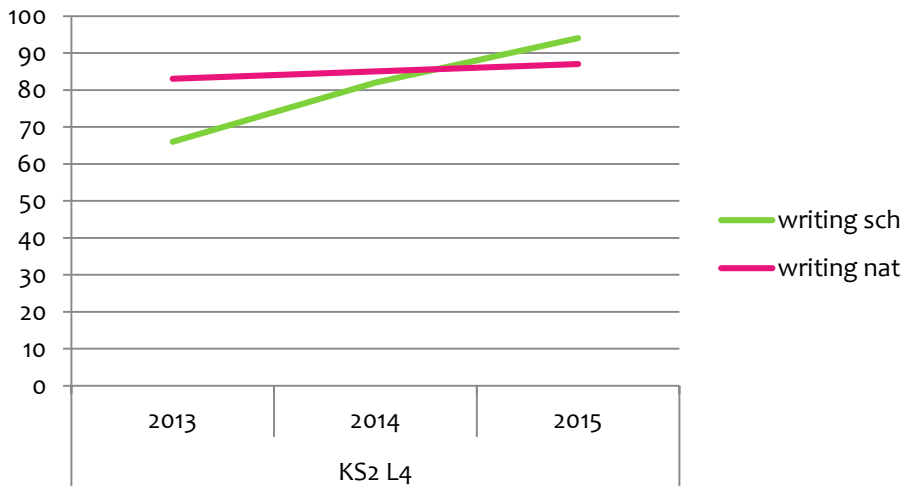
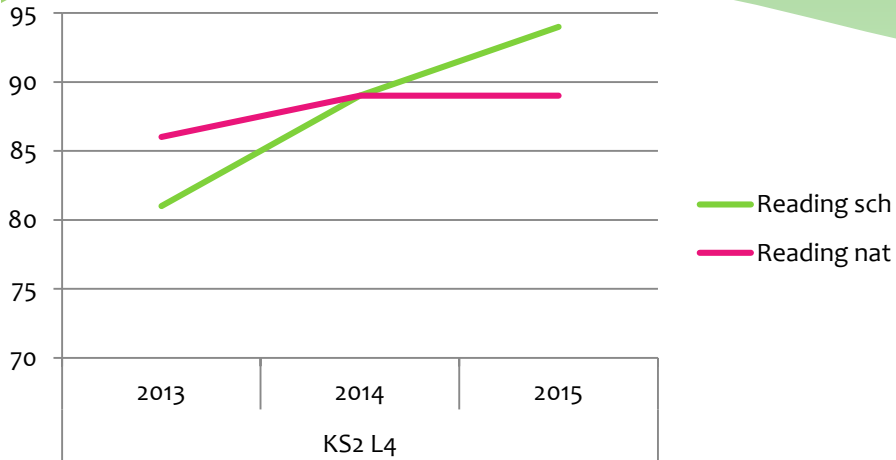
# KS1 2B+



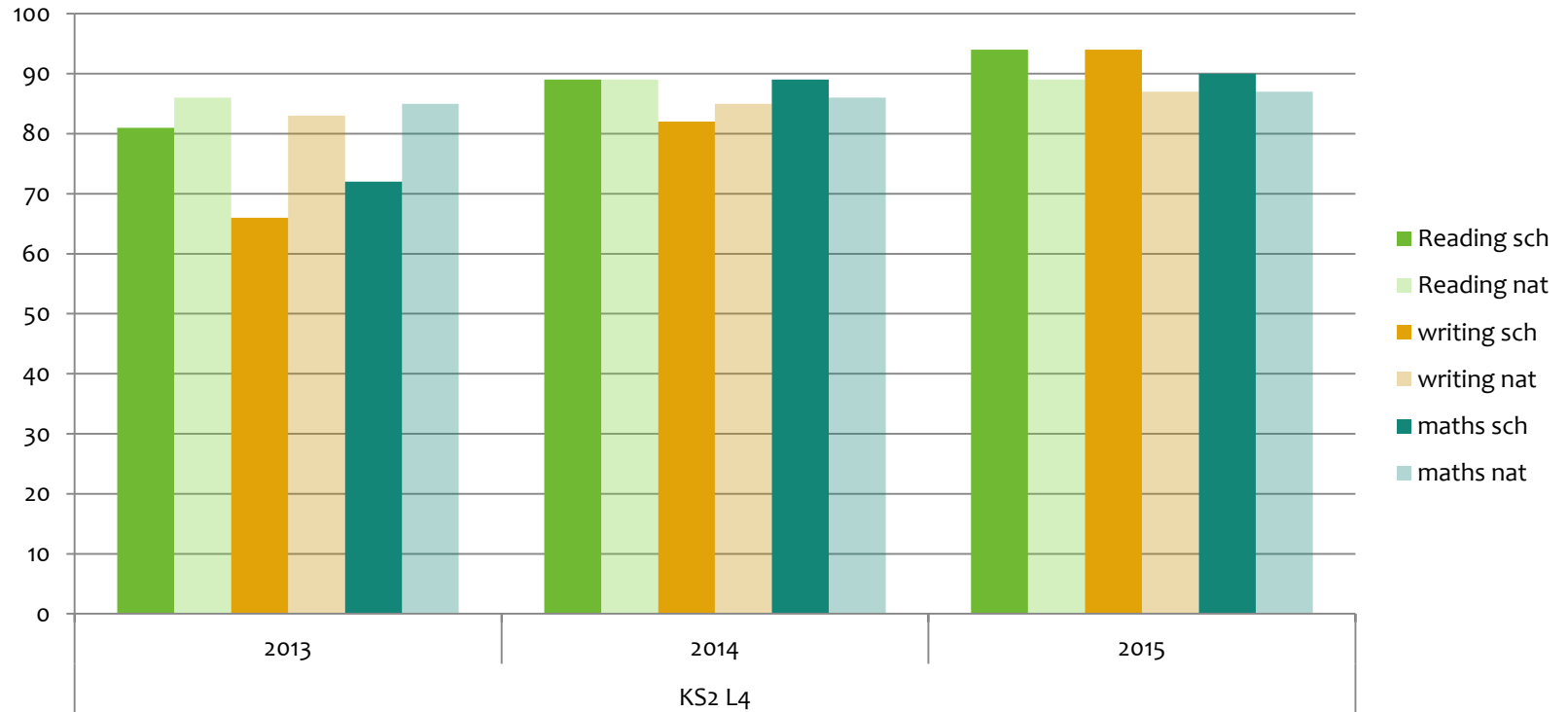
# KS1 Summary



# KS2 Level 4+



# KS2 Summary



# Facilities

- \* Safeguarding
  - \* Fences
  - \* Gates
  - \* Fire alarm system
  
- \* Infrastructure
  - \* Roof
  - \* Boiler

# Facilities

- \* Environment
  - \* Cleaning
  - \* Communal areas
  - \* Classrooms and displays
  - \* Outside environment
- \* Website

# Parent Questionnaire

## \* Behaviour

- \* Working Party
- \* Ongoing actions
- \* Future actions

## \* Communication

- \* Newsletter
- \* Website
- \* Timely Texting

## \* Homework

- \* Parent consultation

# Priorities for Improvement: Leadership and Management

- \* Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school, in line with new assessment procedures and the National Curriculum
- \* New National Curriculum and assessment procedures are embedded and refined; assessment is consistent across the school
- \* Appraisal processes are used effectively to improve teaching
- \* The school environment, inside and outside, promotes positive learning experiences for all pupils



# Priorities for Improvement: Teaching, Learning and Assessment

- \* 100% of teaching to be good or better
- \* Teachers can assess accurately against the new National Curriculum
- \* All groups of pupils make good progress

# Priorities for Improvement: Personal Development, Behaviour and Welfare

- \* Pupils conduct themselves well throughout the day, including lunchtimes
- \* Pupils take pride in their work, school and appearance
- \* There is a marked improvement in behaviour for individuals and groups with particular behavioural needs
- \* Pupils attitudes and behaviours demonstrate a clear appreciation of school and British values

# Priorities for Improvement: Outcomes for Pupils

- \* In all year groups, the proportion of pupils on track to reach ARE is 85% and to exceed is 30%
- \* The proportion of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPS) is in line with or above National (80%)
- \* All pupils in each year group make good progress from their various starting points
- \* Pupils with low prior attainment make accelerated progress in order to close the attainment gap

# Priorities for Improvement: Early Years Foundation Stage

- \* To develop the learning environment to support children's independence
- \* To develop children's skills in speaking and listening, writing and mathematics by providing purposeful activities indoors and outdoors
- \* Narrow the gap between children with low starting points and their peers

# Our Vision

**Together we will inspire a love of learning and help all children to achieve their personal goals, now and in the future.**