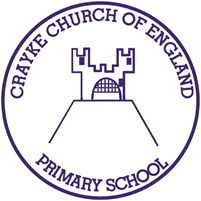
**School Development Plan**

**2019-2020**

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**‘TRY YOUR BEST IN EVERYTHING**

**YOU DO’**

**Vision and Aims**

Crayke Church of England Primary School works in partnership with parents, children, church and community to provide a first-class education and start in life. We aim to inspire and equip children to learn throughout life and to strive for excellence in their work and relationships.

We promote the personal growth and development of all children, teaching and practising acceptance and inclusion for those of all backgrounds, abilities and beliefs.

We are a Christian foundation serving the whole community, embodying our school values of Respect, Determination, Friendship and Forgiveness in our nurture and encouragement of all.

**Respect** - Our school is a community which values and respects each member equally. We pay attention to each other’s ideas, feelings and possessions, and take care of our school environment.

**Friendship** - Everyone needs friends. We encourage children to extend their friendship to all school members, showing support, generosity and love to each other.

**Forgiveness** - Forgiveness is at the heart of the Christian faith and we acknowledge that every member of the school community – children and staff – needs a fresh start from time to time. We aim to wipe the slate clean each day and not to hold grudges.

**Determination** - We know that life and learning are sometimes difficult and painful and that it is important to have courage and not to give up. We are committed to the achievement of our community, and of ourselves, for the benefit of us all. We are inspired by God’s endless love and forgiveness for us, so that as members of Crayke School we promise to try our best in everything we do.

**Introduction to the School Development Plan**

The School Development Plan aims to prioritise our activities in order that we might meet the school aims as detailed in the previous page and to continue to develop as an outstanding school in all areas. It is our vision that we may work in an ethos of respect and friendship and that there is learning for life for all those working in school.

The plan is an ongoing working document and is responsive to issues that may arise through our continued school self-evaluation and as a result of external influences. This means that relevant stakeholders have had an input into the contents of the Development Plan.

**School Development Plan Evaluation 2019/2020 Red- Autumn Term Green- Spring Term Yellow- Summer Term**

**Achievement Objectives 2019/2020**

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| ***Objective*** | ***Success Criteria*** |
| *Increase the proportion of children making better than expected progress from their starting point.* | *An increased percentage of pupils exceeding age related expectations in Reading, Writing & Maths in Key Stages 1 & 2.*  *A higher percentage of pupils achieve GLD at the end of EYFS.*  *Progress from relative starting points for individual pupils continues to improve.* |
| *Extend the practical and active approaches to learning to include teaching mathematics through investigation and problem-solving from an early age (Ofsted action).* | *Resources enable pupils to develop additional problem solving skills* [*www.whiterosemathshub.co.uk*](http://www.whiterosemathshub.co.uk) *& [www.stem.org.uk/primary-maths](http://www.stem.org.uk/primary-maths) - this will support Growth Mindset work.*  *Problem solving is an integral part of teaching and learning in mathematics.*  *Pupils across the age ranges are able to apply their mathematical knowledge to a range of practical problems and situations.*  *Lessons are at least good.* |
| *As part of our development of mastery in maths we will be focusing on times tables & arithmetic. This will involve the continued use of* [*https://ttrockstars.com/*](https://ttrockstars.com/) | *Learning multiplication facts is a vital part of any child’s mathematical development. Once rapid recall of multiplication facts becomes possible, a whole host of mathematical activities will seem easier. Children need to be able to recall multiplication facts in any order and also to derive associated division facts. The expectations for each year group are set out below:*  ***Year 1***  *Count in multiples of 2, 5 and 10.*  ***Year 2***  *Count in steps of 2, 3 and 5 from 0.*  *Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.*  ***Year 3***  *Count from 0 in multiples of 4, 8, 50 and 100.*  *Recall and use multiplication and division facts for the 3, 4, and 8 multiplication.*  ***Year 4***  *Count in multiples of 6, 7, 9, 25 and 1000.*  *Recall and use multiplication and division facts up to 12 × 12.*    ***By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.*** |
| *Provide additional writing opportunities closely linked to key objectives for the year group.* | *In numerous primary schools, ‘success criteria’ are being used to focus children’s writing. These are often presented as a reductive list of key features. For instance, children might be told to ‘use three metaphors and a non-finite clause to start a sentence’. The problem with this approach is that whilst the features of age related writing might appear, it may well lead to stilted writing. Success criteria used in this way can ruin children’s pleasure in writing. It becomes a form filling activity in which the teacher determines what will be written, robbing the children of the chance to use their imagination.*  *However, the principles behind ‘success criteria’ are correct – children need to ‘read as writers’ and talk about what effect a writer has created and ‘how’.* |

**Priority Target Area:Achievement**

**Expected Impact: Sustain and improve the outcomes for all groups of pupils across the school in all areas of the curriculum. To evidence a high proportion of children enjoying school displaying positives attitudes and demonstrating good to outstanding progress.**

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| *Priority Developments* | *Actions* | *IMPACT* | *Who* | *Time by* |
| *Increase the proportion of children making better than expected progress from their starting point.* | * *Rigorous tracking will ensure that all members of staff have an accurate view of pupil performance/progress.* * *Underachievement will be dealt with quickly and effectively.* * *Members of staff will use the Age Related Expectations Support Plan, to ensure pupils receive bespoke support (when required).* |  | *- AB & AS to monitor*  *- All staff* | *Ongoing* |
| *Extend the practical and*  *active approaches to learning to include*  *teaching mathematics*  *through investigation*  *and problem-solving*  *from an early age*  *(Ofsted action)* | * *Ensure that practical problem solving and investigation is embedded in each appropriate numeracy session across the school.* * *Staff to attend training where available.* * *Coordinator to monitor lessons throughout the school.* * *Additional assessments could also be used (Testbase).* |  | *- AB & AS to monitor*  *- LC & LD to implement*  *- All staff* | *Ongoing* |
| *As part of our development of mastery in maths we will be focusing on times tables & arithmetic. This will involve the continued use of* [*https://ttrockstars.com/*](https://ttrockstars.com/) | * *To improve children’s fluency in basic number bonds and consequently times tables.* * *Maths coordinator to look at available resources.* * *Use baseline assessments to evaluate the impact of teaching and learning.* * *Ensure pupils are ready for the multiplication check which will be taken by Year 6 pupils in the spring of 2020 - the cohort currently in Year 5 - alongside their SATs tests.* * *In 2019, 58 marks were required to gain the expected standard. If pupils gained 30 out of the 40 marks (which is easily achievable by most) on the arithmetic paper, this means they only need to gain 28 marks combined on the reasoning papers, meaning that they only need to get 42% of the reasoning papers correct.* * *If we work hard to keep children’s knowledge, skill and fluency in arithmetic current throughout Key Stage 2 it will become second nature, almost automatic by Year 6 and this gives them huge advantages.* |  | *- AB, LC & LD to monitor*  *- All staff* | *Spring Term* |
| *Provide additional writing opportunities closely linked to key objectives for the year group.* | *Following NYCC writing moderation of Year 6 (June 2019); the following areas will be focused on:*   * *Planning longer sequences which allow children to know a book inside and out, to look at how writers use language and words to impact on the reader and use them as models for their own writing.* * *Time to develop their own ideas for writing.* * *One of the hardest aspects of writing is having enough well thought out ideas to write about. Only then can children concentrate on how to write those ideas down.* * *Teaching grammar explicitly and in context is a key element.* * *This curriculum is about effective not formulaic writing.* * *Children are beginning to understand that they need to make choices about the sentences and words in their writing.* * *Simply applying a “list” of grammatical features will not make great writing.* * *Sharpening learning objectives has had considerable impact. For example – ‘I can carefully select adjectives ‘rather than ‘I can use adjectives‘.* * *Time to explore words, develop phrases, play with sentences and paragraphs has meant that children always consider impact on the reader when they write.* * *Finding adjectives to describe a tiger went from first thoughts of orange, scary, stripy to majestic, fiery, ravenous.* * *Less emphasis on covering so many text types in each year group without a doubt. Identifying fewer text types to be taught, but teaching them in greater depth has meant that children are secure in the types taught and can write them in any context with confidence.* * *Instructions, for example, can be taught and secured in Y2. There will be many purposeful opportunities to write instructions across the curriculum all through KS2.* * *Re-thinking differentiation and using scaffolding to support all children to work with the same objective rather than simplifying it.* * *Using proofreading to check for accuracy – spelling, punctuation and correct grammar. This curriculum is all about effective and accurate writing.* |  | *- AS & LR to monitor*  *- All staff* | *Ongoing* |

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| ***Monitoring Strategy*** | ***Date*** | ***Evaluation*** | ***Date Reported to Governors*** |
| 1. ***Monitoring through learning walks, lesson obs, PM, book and planning scrutiny.*** 2. ***Discussion with staff, pupils, governors and parents.*** 3. ***Pupil Consultation – learning walks*** 4. ***Analysis & comparison of data*** 5. ***SIA visits and monitoring/ review*** 6. ***School Improvement Committee*** |  |  |  |
| *Review* | | | |

**Behaviour and Safety of Pupils Objectives 2019/2020**

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| ***Objective*** | ***Success Criteria*** |
| *To continue to enhance strategies to help prepare pupils for life in modern Britain and a global society, through developing provision for pupils’ spiritual, moral, social and cultural development.* | *Fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and provide excellent opportunities to deepen and develop understanding.*  *The SMSC/FBV audit will continue to be used to track opportunities and impact.* |
| *To work with Barnardo’s to deliver LGBTQ training.* | *- Learn practical techniques on how to tackle homophobic, biphobic and transphobic bullying and celebrate difference.*  *- Meet the legal requirements under the Equality Act 2010 and the inspection framework.*  *- Introduce practical ways of including different families in the curriculum.*  *- Link the aforementioned to the Church of England’s document - Valuing All God's Children. Follow this link to the specific section on our website:* [*www.craykeschool.org/valuing-all-gods-children/*](http://www.craykeschool.org/valuing-all-gods-children/) |
| *Safeguarding procedures across school are highly effective and are in line with current guidance.* | *The audit is completed and provides a detailed account of safeguarding procedures at Crayke.*  *New staff have received personalised training and are confident in school safeguarding protocol.* |
| *To build upon the pupils voice through the School Council.* | *School Council reps are clear on their role in representing their views of their peers and can work together on behalf of their peers on a variety of projects.*  *Roving Reporters will support Crayke’s “pupil voice”.* |

**Priority Target Area:** **Behaviour and Safety of Pupils**

**Expected Impact: To deliver a wide curriculum which helps children and young people deal with the real life issues they face as they grow up. To provide a curriculum which covers issues which are central to children and young people’s wellbeing: spirituality and faith; nutrition and physical activity; SRE; emotional health and wellbeing and British Values. To support the wider curriculum through our school ethos, where everyone feels valued and encouraged. This will take place in a safe and secure environment that is conducive to learning.**

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| *Priority Developments* | *Actions* | *IMPACT* | *Who* | *Time by* |
| *To continue to enhance strategies to help prepare pupils for life in modern Britain and a global society, through developing provision for pupils’ spiritual, moral, social and cultural development.* | * *Staff meeting to develop staff awareness and understanding of British Values in Primary School* * *Theme week focusing on British Values to develop children friendly definition of British Values* * *British values evident in planning, learning walks, school displays and book scrutiny’s* * *Audit of British values and map of opportunities shared on website* * *Pupil questionnaires demonstrate improved understanding of British values* |  | *- AB & AS to monitor*  *- All staff* | *Ongoing* |
| *To work with Barnardo’s to deliver LGBTQ training.* | * *Whole school training will take place on Monday 2nd September – Governors have been invited to attend.* * *A review of School Policies and the reporting, recording, monitoring and the use of HBT bullying data.* * *Action planning workshops –Barnardo’s Equality Ambassadors (BEAms) session for pupils and staff lead.* |  | *- AB & AS to monitor*  *- All staff* | *Ongoing* |
| *Safeguarding procedures across school are highly effective and are in line with current guidance.* | * *Complete NYCC safeguarding self-audit* * *Safeguarding training included in new staff induction* |  | *- AB, AS & Governors to monitor*  *- All staff* | *Ongoing* |
| *To build upon the pupils voice through the School Council.* | * *School council to develop specific projects in school decided upon in their regular meetings with a focus on improving learning and linked to SDP.* * *School council to develop their own Action Plan* |  | *LR* | *Ongoing* |

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| ***Monitoring Strategy*** | ***Date/s*** | ***Evaluation*** | ***Date Reported to Governors*** |
| 1. ***Monitoring by learning walks , lesson obs, PM, book and planning scrutiny*** 2. ***Discussion with staff and evaluation*** 3. ***Pupil Consultation*** 4. ***Questionnaire for sample of parents, children and staff*** |  |  |  |
| *Review:* | | | |

**Quality of Teaching Objectives 2019/2020**

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| ***Objective*** | ***Success Criteria*** |
| *Planning and implementing our curriculum for 2019/20 and beyond – intent, implementation & impact.*  *This will include teaching staff planning a sequence of lessons based around high quality texts, to teach the skills required for the genre.* | *To offer a rich, broad and balanced curriculum which promotes the personal development of pupils, developing creativity and a healthy lifestyle.* |
| *Ensure all lessons are engaging, consistently good and frequently outstanding.* | *All teaching will be at least good.*  *Pupils will be engaged in their learning.*  *Feedback is effective in improving pupils’ outcomes.*  *There will be a school ethos of collaboration and support.* |
| *Continue to embed high quality marking and constructive feedback to support pupil progress.* | *All teaching will be at least ‘good’ or better in lessons observed and best practice shared within staff CPD sessions.*  *Outcomes of monitoring show increasing quality use of AfL strategies, including effective feedback and marking, and there is evidence of impact upon the learner (including the use of success criteria to identify next steps).* |
| *Further refine how spellings are taught, with a focus on long term memory retention.* | *Pupils implement the suggested strategies (following taught examples in class). The aforementioned will support long term retention.* |

**Priority Target Area:** **Quality of Teaching**

**Expected Impact: The key to success with all learners is quality first teaching (QFT). The impact of QFT is summarised by these key characteristics:**

* **highly focused lesson design with sharp objectives**
* **high demands of pupil involvement and engagement with their learning**
* **high levels of interaction for all pupils**
* **appropriate use of teacher questioning, modelling and explaining**
* **an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups**
* **an expectation that pupils will accept responsibility for their own learning and work independently**
* **regular use of encouragement and authentic praise to engage and motivate pupils.**

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| *Priority Developments* | *Actions* | *IMPACT* | *Who* | *Time by* |
| *Planning and implementing our curriculum for 2019/20 and beyond – intent, implementation & impact.*  *This will include teaching staff planning a sequence of lessons based around high quality texts, to teach the skills required for the genre.* | *Following the release of Crayke’s Curriculum Intent Statement* [*www.craykeschool.org/curriculum-intent-statement/*](http://www.craykeschool.org/curriculum-intent-statement/)*. Members of teaching staff will ensure that our curriculum redesign covers the following points:*   * *All children to be engaged in their learning and to be active learners; discovering and investigating.* * *All children to understand what they have achieved and know what to do to make progress.* * *All children to be independent, enthusiastic and self-motivated learners; raising their own questions.* * *All children to time to evaluate and reflect on their learning.* * *All children to receive teaching that inspires their learning.* * *All children to receive teaching that encourages them to be creative.* * *All children to be challenged and enjoy their learning.* * *All children to develop spiritually, morally and as members of their community and the wider community.* |  | *- AB & LC to monitor*  *- All staff to implement* | *Autumn* |
| *Ensure all lessons are engaging, consistently good and frequently outstanding.* | * *Monitoring of planning, teaching and marking.* * *Provide additional support for more able & vulnerable pupils e.g. booster/support.* * *Provide opportunities for peer observations.* * *Use ICT to enhance teaching and to motivate and challenge pupils further.* |  | *- AB & AS to monitor*  *- All staff* | *Ongoing* |
| *Continue to embed high quality marking and constructive feedback to support pupil progress.* | * *CPD focus on Assessment for Learning to promote the quality of teacher’s day to day assessment, the effective feedback to pupils (verbal and written) and its impact on planning for the next steps in learning to secure good/outstanding progress.* * *Pupils are involved in their learning and progress through quality Assessment for Learning (i.e. talk partners, using effective questioning and use of success criteria).* |  | *All staff* | *Ongoing* |
| *Further refine how spellings are taught, with a focus on long term memory retention.* | * *All staff will be introduced to various spelling strategies (September Inset). These will be discussed, prior to implementation during the first week of term.* * *A letter (containing examples) will be distributed to parents. This should help to strengthen parental support/understanding.* * *Spelling scores will be logged; with the aim of seeing improvements over time.* |  | *All staff* | *Ongoing* |

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| ***Monitoring Strategy*** | ***Date/s*** | ***Evaluation*** | ***Date Reported to Governors*** |
| 1. ***Monitoring through learning walks, lesson obs, PM, book and planning scrutiny.*** 2. ***Discussion with staff, pupils, governors and parents.*** 3. ***Pupil Consultation – learning walks*** 4. ***Analysis & comparison of data*** 5. ***SIA visits and monitoring/ review*** 6. ***School Improvement Committee*** |  |  |  |
| *Review:* | | | |

**Quality of Leadership and Management Objectives 2019/2020**

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| ***Objective*** | ***Success Criteria*** |
| *Ensure an effective transition of Headship.* | *A successful induction will ensure the new Headteacher:*   * *Is introduced to the governing body (if possible attends a FGB meeting).* * *Is introduced to school staff, parents and pupils – this can be achieved in a designated ‘meet the Headteacher’ evening.* * *Meets the current Headteacher, so a handover meeting can be arranged.* * *Receives a tour of the school with the current Headteacher and the chair of the governing body.* * *Is introduced to other key personnel, such as the designated safeguarding lead (DSL) and other stakeholders.* * *Is provided with all school’s policies and procedures, so they can become familiar with them.* * *Is notified of any pressing issues in school that need immediate attention, e.g. updating data records.* * *Is provided with all necessary documentation such as the self-evaluation form, the school development plan, previous Headteacher reports to governors and personnel files for all staff.* * *Has all their questions answered.* |
| *Continue to use Age Related Expectations support planning documents to highlight/tackle pupils’ not making sufficient progress.* | *Most children will have their educational needs met in school through Quality First Teaching. At Crayke, we follow a graduated support approach; “Assess, Plan, Do, Review”.*  *This means that we will:*  *• Assess a child’s specific educational needs*  *• Plan the provision to meet the child’s fft targets and agreed outcomes (age related expectations)*  *• Do put the provision in place to meet those outcomes*  *• Review the effectiveness of the support and progress made.* |
| *Continue with the whole school development of the role of the subject leader.* | *Subject leader action plans are used to enhance and enrich curricular areas.*  *Ensure that those attending external CPD events feedback to other relevant staff on their return.*  *Up-skill subject leaders in conducting planning and book scrutinies and lesson observations.*  *Potential release time to share expertise throughout the Easingwold Cluster of Schools* |
| *To continue to improve standards and provision in all aspects of Computing – including the use of Purple Mash (from September 2019).* | *To continue to develop the computing curriculum and ensure the use of Purple Mash throughout both key stages and in the EYFS.*  *All available resources are used to fulfil the requirements of the computing curriculum.* |

**Priority Target Area:** **Quality of Leadership and Management**

**Expected Impact: High quality leadership is crucial in establishing a central purpose and vision for a school and the achievement of high quality educational outcomes for pupils. The primary purpose of school leadership and management is to create and sustain an environment that underpins high quality pupil care, teaching and learning.**

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| *Priority Developments* | *Actions* | *IMPACT* | *Who* | *Time by* |
| *Ensure an effective transition of Headship.* | *AB to use the NYCC Headteacher Handover document to ensure all aspects of the role are covered (as much as possible).* |  | *AB* | *Autumn Term* |
| *Continue to use Age Related Expectations support planning documents to highlight/tackle pupils’ not making sufficient progress.* | *Following the distribution of fft targets; staff will plan and deliver bespoke interventions to support pupils’ not making sufficient progress.*  *Regular reviews will take place to establish the effectiveness of the support programme.* |  | *- AB & AS to monitor*  *- All staff* | *Ongoing* |
| *Continue with the whole school development of the role of the subject leader.* | *Staff to be provided with the opportunity to extend and share their knowledge beyond Crayke.* |  | *- AB & AS to monitor*  *- All staff* | *Ongoing* |
| *To continue to improve standards and provision in all aspects of Computing – including the use of Purple Mash (from September 2019).* | *Staff training needs are monitored and addressed.*  *Confident staff are able to deliver a range of computing strands across the curriculum.*  *Staff are confident in delivering and supporting pupils to access and enjoy DB Primary* |  | *LR* | *From September 2019* |

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| ***Monitoring Strategy*** | ***Date/s*** | ***Evaluation*** | ***Date Reported to Governors*** |
| 1. ***Monitoring through learning walks, lesson obs, PM, book and planning scrutiny.*** 2. ***Discussion with staff, pupils, governors and parents.*** 3. ***Pupil Consultation – learning walks*** 4. ***Analysis & comparison of data*** 5. ***SIA visits and monitoring/ review*** 6. ***FGB*** |  |  |  |
| *Review:* | | | |