



**The Consortium Academy Trust Vision and Values**

**OUR VISION IS TO BE A TRUST:**

- that promotes academic excellence, where exciting opportunities allow students to excel in all that they do, and leave prepared to achieve all their ambitions.
- whose schools deliver the maximum potential for progress through inspirational teaching and learning, and outstanding school to school support.
- with a leading community role, whose schools are the preferred choice for students, parents, staff and other professionals.

**THE CONSORTIUM TRUST:**

- promotes excellence for all learners
- actively encourages shared working, adopting common approaches where it is in the best interests of learners
- establishes robust and transparent systems of accountability

**IT OPERATES THROUGH:**

- a governance model that provides robust scrutiny, challenge and strategic oversight
- proven collective expertise and experience in all phases and types of education
- a business model that ensures that our internal school improvement capacity will be rapidly developed within our Academies

**Board of Trustees**

Responsible for The Consortium Academy Trust as an employer and a provider of a public service  
12 Trustees/Chief Executive Officer

**Members**

Registered at Companies House as ultimate responsibility for solvency of the Company  
5 Members

**Croxby Primary Local Board**

Responsibility for quality of teaching and learning, curriculum and achievement and behaviour and safety – all aspects of school improvement which directly link to the experience of learners  
7 Local Board Members, Staff Representative and the Head

**Croxby's Academy Development Plan**

**2018-2019 Development Plan** – highlights **priority** development areas for the academic year through disciplined enquiry and research informed actions as a result of robust internal analysis. Though these areas will be the focus for resourcing they do not outline all areas of work within the school community to ensure we achieve our vision and strategic development goals.

**Our primary area of focus is to consistently improve the quality of teaching, learning and assessment – this is everyone's responsibility!**

**Our focus on the following areas ensures we deliver 'outstanding' outcomes in all aspects of our work for learners within Croxby Primary**

To accelerate progress and raise standards to increase the percentage of children achieving a combined greater depth score at the end of KS2 - particularly the higher ability children and the middle ability children at KS1 attaining greater depth in Reading.	To continue accelerate progress and raise standards to increase the percentage of children achieving a combined national standard score at the end of KS2 - particularly the lower ability children at KS1 attaining the national standard in Reading, Writing and Maths.	To increase the capacity and effectiveness of leadership and management of learning at all levels	To continue to improve the quality of Wave 1 facilitation of teaching and learning to ensure all pupils have access to good provision	To improve the quality of Wave 2 teaching and learning to ensure any gaps are closing.
--	---	---	---	--



Development Focus	Responsible	Success Criteria	Summary of Key Actions
To accelerate progress and raise standards to increase the percentage of children achieving a combined greater depth score at the end of KS2 - particularly the higher ability children and the middle ability children at KS1 attaining greater depth in Reading.	EL  PMan: All teaching staff AB	<ul style="list-style-type: none"> <li>KS2 progress measure for Reading is above 100</li> <li>Year 6 children achieving greater depth in Reading are in line with or has closed the gap to the national average</li> <li>KS1 Flight paths show over 40% making accelerated progress in Reading</li> <li>See Milestone Tracker</li> </ul>	<ul style="list-style-type: none"> <li>EL to appoint and train Reading Champion, 1:1 sessions to operate for 50 children, 5 times a fortnight. (September 18).</li> <li>EL to ensure 25% of children in each class are accessing reading materials at least 1 year above their age during weekly independent reading response sessions. (Ongoing)</li> <li>SENCO to ensure monitor the progress of Lexia and ensure all places are used. (September 18)</li> <li>T&amp;LL to ensure age appropriate reading is used weekly in Theme lessons, to help close the vocabulary gap. (September 18).</li> <li>EL/ML to arrange delivery of weekly Y6 HAP intervention. (October 18)</li> <li>T&amp;LL to introduce knowledge organisers into all classes as pre-requisite to access learning, thereby closing the vocabulary/word gap. (September 18)</li> <li>HT to ensure RAG document analysis page includes Greater Depth measures. (September 18)</li> </ul>
To continue accelerate progress and raise standards to increase the percentage of children achieving a combined national standard score at the end of KS2 - particularly the lower ability children at KS1 attaining the national standard in Reading, Writing and Maths.	EL and ML  PMan: XX,XX,XX, XX,XX, XX,XX	<ul style="list-style-type: none"> <li>KS2 progress measure is above 100 in all subjects.</li> <li>Year 6 average standardised score is at or above the national average.</li> <li>KS2 flight paths indicate over 20% making accelerated progress in individual subjects. (2018 7% Reading, 17% Writing, 14% Maths)</li> <li>KS1 flight paths show over 40% making accelerated progress in individual subjects.</li> <li>In Maths, 85% of classes, will have an effect size score of above 0.4 and at least 40% will be above 0.</li> <li>See Milestone Tracker</li> </ul>	<ul style="list-style-type: none"> <li>ML to oversee the introduction of 50 pre teach sessions a week based on pre assessment. (Ongoing)</li> <li>SENCO/ML to ensure the 30 Lexia and the 36 Purple Maths interventions are in place and having an impact. (September 18)</li> <li>ML to introduce daily times tables/number work session introduced. (September 18)</li> <li>EL to appoint and train Reading Champion, 1:1 sessions to operate for 50 children, 5 times a fortnight. (September 18).</li> <li>ML to raise the profile of times tables by having competitions and celebration events. (Ongoing)</li> </ul>
To increase the capacity and effectiveness of leadership and management of learning at all levels	HT  PMan: XX,XX,XX, XX,XX, XX,XX	<ul style="list-style-type: none"> <li>High number of challenges at Local Board Meetings</li> <li>Increased percentage of pupils achieving the greater depth combined measure</li> <li>Improved progress measures at the end of Key Stage 2.</li> <li>Attendance to be at least 96.5%</li> </ul>	<ul style="list-style-type: none"> <li>HT to appoint a Local Body Member to conduct termly English and Maths challenge meetings. (January 19, April 19, July 19)</li> <li>All leadership members to have a termly coaching session with the HT. (Autumn 18, Spring 19, Summer 19)</li> <li>HT to arrange joint leadership meetings with sister academy. (Autumn 18, Spring 19, Summer 19)</li> <li>HT to offer an introduction to leadership programme to aspiring leaders. (Autumn 18)</li> <li>RL to deliver Writing training to sister academy (September 18)</li> <li>HT to arrange joint SLT meeting with sister academy. (Autumn, Spring, Summer)</li> <li>HT to identify a member of staff to attend the Trust's Leading Learner programme. (September 18)</li> </ul>
To continue to improve the quality of Wave 1 facilitation to ensure all pupils have access to good provision	T&LL  PMan: XX,XX,XX, XX,XX, XX,XX	<ul style="list-style-type: none"> <li>100% of teachers will be facilitating good learning.</li> <li>In Maths, 85% of classes, will have an effect size score of above 0.4 and at least 40% will be above 0.7</li> </ul>	<ul style="list-style-type: none"> <li>T&amp;LL to ensure all new or returning staff are observed and supported accordingly. (Ongoing)</li> <li>T&amp;LL to ensure any staff deemed as not facilitating learning to the standard required is supported through a 4 week intensive programme. (Ongoing)</li> <li>T&amp;LL Pre and post assessments used in Science to ensure learning meets the needs of learners. (September 18)</li> <li>ML to ensure pre and post assessments are used for every maths unit and the progress measure used in teacher's performance management. (September)</li> <li>RL to deliver Lexile training to staff. (Autumn Term)</li> <li>HT to introduce staff self-assessment progress checks as part of the MER. (Autumn 18)</li> <li>HT to link with Outstanding school for work on developing Wav2 1 provision to close the pupil premium gap. (Autumn 18)</li> </ul>
To improve the quality of Wave 2 facilitation to ensure any gaps, particularly pupil premium, are closing.	SENCO  PMan: XX,XX,XX,X X,XX, XX,XX	<ul style="list-style-type: none"> <li>100% of Wave 2 children will have an increased percentage of work at Spicy and Super Spicy.</li> <li>Pupil Premium pupils close the gap to the national other.</li> <li>Pupil Premium pupils close the gap to school other cohort.</li> <li>See Milestone Tracker</li> </ul>	<ul style="list-style-type: none"> <li>SLT to restructure intervention programme. (September 18)</li> <li>SENCO/ML/EL to ensure interventions are monitored for impact. (Ongoing)</li> <li>SENCO/ML/EL to observe and support the support staff in delivering their pre teach and intervention sessions. (Ongoing)</li> <li>T&amp;LL to ensure any support staff deemed not to be facilitating learning to the standard required is supported through a 4 week intensive programme. (Ongoing)</li> <li>HT to link with Outstanding school for work on pupil premium support through intervention. (Autumn 18)</li> </ul>

			<ul style="list-style-type: none"><li>• SENCO to ensure all disadvantaged/vulnerable children are accessing the appropriate intervention and making the appropriate progress. (Ongoing)</li></ul>
--	--	--	---

Scrutiny of progress and impact of action in these areas will be monitored by the Board of Directors or Local Governance Board meetings through the data and progress reports they receive. The SLT expect to be challenged on their progress in these aspects of their work. **Autumn 18, Spring 19, Summer 20.**