Croxby
Development Plan

2022 - 2023

THE CONSORTIUM
ACADEMY TRUST

Strategic Development Priorities for this Academic Year (2022 - 2023)

Trust Priority	Strategic Priority	Success Criteria – Long Term Goals (by July 2023)
Excellent Teaching and Learning / An inclusive and enriching Curriculum / Investing in our people	**Priority 1** To improve quality first teaching in reading with a focus on developing fluency for middle attainers aiming for NS across KS2	• Phonics screening results at the end of Year 1 are at least in line or above National Average. • KS2 SATs results are in line with National Average or above • Croxby disadvantaged children narrow the gap to the rest of the Croxby children cohort. • Lesson visits demonstrate teachers are using cold calling techniques to maintain engagement • Lesson visits demonstrate that teachers are modelling and providing activities which support children to develop fluency in reading • Lesson visits demonstrate teaching is effective in most reading lessons • Lesson visits show teachers are effectively teaching spelling patterns linking phonics to enable children to decode and encode • Lesson visits show that teachers include opportunities to link the teaching of grammar to enhance word understanding • An increased percentage of Croxby children are achieving national expectations in reading. • An increased percentage of Croxby children are achieving above the national expectations in reading. • Pupil voice indicates children are heard read weekly by a teacher • Pupil voice indicates the majority of children are engaged in reading for pleasure • Children who receive fluency intervention have an increased words per minute score
Excellent Teaching and Learning / An inclusive and enriching Curriculum / Investing in our people	**Priority 2** To improve the quality first teaching of maths for all children at the end of KS2 with a specific focus on developing drawing lines, shapes and angles and answering problem solving questions	• Year 4 multiplication check demonstrates that children are in line or above National Average • Lesson visits show that the teaching of multiplication is effective • Lesson visits show teachers are explicitly modelling and providing effective feedback on problem solving • Lesson visits show that teachers are providing lessons so that children can work practically in maths • Data shows that at least 71% of children in all year groups are at age related expectations in each year group • KS2 SATs results are in line with National or above • There is an increased number of children achieving GD in maths at end of Key Stage 2 • Lesson visits demonstrate teachers are using cold calling techniques to maintain engagement • Lesson visits demonstrate the teaching of maths is effective in most lessons • Pupil voice indicates children understand how to be resourceful and can confidently ask their teacher for help
Excellent Teaching and Learning / An inclusive and enriching Curriculum / Investing in our people / Growing our Trust	**Priority 3** To develop leadership at all levels	• • Lesson visits demonstrate that children with SEMH needs across the academy are supported within mainstream lessons • Data demonstrates children with SEMH needs are making academic progress • Behaviour incidents logged on CPOMS demonstrate that children are beginning to manage their own feelings and behaviour • External reviews indicate that measures in the academy promote an effective culture of safeguarding • Pupil voice indicates that children in the academy feel safe • Pupil voice amongst girls indicates they feel safe and respected by the boys in the academy • Lesson visits to the EYFS demonstrate that there is quality first teaching and children are highly motivated and are eager to join in. • Data shows that attendance is in line or above National Expectations • Data shows there is a reduction in behaviour logs/suspensions compared to 2020/2021 • Data shows there is an increase in participation of enrichment opportunities in the academy • Data provided indicates that children know more and remember more and is above 70% in all year groups • Staff voice indicates that teachers have an acceptable workload • Staff voice indicates that staff feel supported to develop • Staff enlisted on NPQ courses to complete by July 22 • Data indicates the teaching and learning in the academy has resulted in outcomes at KS2 being in line with National Expectations

Priority 1:

Strategic Priority	Lead
To improve quality first teaching in reading with a focus on developing fluency for middle attainers aiming for NS across KS2	EL/ PL / AHT TL

Specific Actions	Who	Timescales	
		When	RAG Review
Deliver training and implementation of the new reading scheme	EL/PL	September 2022	October 2022
Create a new LTP for phonics in EYFS/KS1	PL	July 2022	October 2022
Phonics to be included into Year 3 timetable	PL/AHT TL	July 2022	October 2022
Keep up phonics intervention to be implemented for targeted children working below ARE	PL	October 2022	A1, A2, Sp1, Sp2, Su1,Su2
Reading Plus interventions implemented to develop the fluency in reading for specific children	AHT TL	October 2022	A1, A2, Sp1, Sp2, Su1,Su2
Mable sessions to be provided for children who need specific speech therapy	SENCO	October 2022	A1, A2, Sp1, Sp2, Su1,Su2
Weekly reading at home to be monitored and fed back to teachers to catch up with parents/children	EL/PL	September 2022	A1, A2, Sp1, Sp2, Su1,Su2
Reading intervention for fluency to be timetabled for children who do not access reading at home	AHT TL/PL	October 2022	A1, A2, Sp1, Sp2, Su1,Su2
Recommended reads to be purchased for each year group to develop reading for pleasure	EL	July 2022	October 2022
Team teaching/modelling of reading to ensure quality first teaching from all staff	AHT TL / EL	October 2022	November 2022
HT to meet with Year 6 team every 3 weeks to monitor progress of reading	HT/Y6 team	September 2022	A1, A2, Sp1, Sp2, Su1,Su2
Monthly monitoring of fluency in reading of MAP	AHT TL/ EL	November 2022	A1, A2, Sp1, Sp2, Su1,Su2

Last Updated: 7th September 2023

Priority 1:

Strategic Priority	Lead
To improve quality first teaching in reading in KS2 with a focus on developing fluency across middle attainers aiming for NS	EL/PL/AHT TL

Impact:

	End Of Autumn Term	End of Spring Term	End of Summer Term
% of teachers delivering quality first provision of phonics			
% of teachers delivering quality first provision of reading			

National Pass Mark Y1 % - 82%	Baseline	End Of Autumn Term	End of Spring Term	End of Summer Term	Target
% of Y1 on track to pass phonics screening	0				86
% of Y1 DA on track to pass phonics screening	0				75
% of Y1 SEND on track to pass phonics screening	0				75

National Pass: 74% Reading	Baseline	End Of Autumn Term	End of Spring Term	End of Summer Term	Target
% of Y6 on track (who achieved 95% + in reading)	63				75
% of Y6 on track to achieve the HS in reading	11				27
% of Y6 SEND on track (who achieved 95% + in reading)	31				36
% of Y6 SEND on track to achieve the HS in reading	6				7
% of Y6 Non-SEND on track (who achieved 95% + in reading)	76				87
% of Y6 Non-SEND on track to achieve the HS in reading	13				33
% of Y6 DA on track (who achieved 95% + in reading)	35				44
% of Y6 DA on track to achieve the HS in reading	0				0
% of Y6 Non DA on track (who achieved 95% + in reading)	75				86
% of Y6 Non DA on track to achieve the HS in reading	16				36

Middle Attainers	Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
Y3 average scaled scores	99.2			
Y4 average scaled scores	101			
Y5 average scaled scores	100.3			
Y6 average scaled scores	94			

ART Test results	September	April	End of Summer Term	Target range
Average scaled scores for Y3	112.3			85-115
Average scaled scores for Y4	100.8			85-115
Average scaled scores for Y5	104.2			85-115
Average scaled scores for Y6	105.5			85-115

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Reading Plus Fluency results	Baseline	End of Autumn Term	End of Spring Term	End of Summer Term	Target
Year 3 average reading speed	105				145
Year 4 average reading speed	129				160
Year 5 average reading speed	134				175
Year 6 average reading speed	156				185
Y3 average reading speed of middle attainers	101				105
Y4 average reading speed of middle attainers	101				125
Y5 average reading speed of middle attainers	102				130
Y6 average reading speed of middle attainers	127				140

Interventions	End Of Autumn Term	End of Spring Term	End of Summer Term
% of children accessing MABLE to achieve their targets this term			
% of children receiving fluency intervention who increased their WPM by 15% or more			
% increase in phonics scores for children accessing keep up phonics intervention			

Reading at Home Target 95%	End Of Autumn Term	End of Spring Term	End of Summer Term
% children reading at home weekly on average in KS1			
% of children reading at home weekly in KS2			

Local Governing Body Involvement/Comment

Last Updated: 7th September 2023

Priority 2:

Strategic Priority	Lead
To improve the quality first teaching of maths for all children at the end of KS2 with a specific focus on developing drawing lines, shapes and angles and answering problem solving questions	ML / AHT TL

Specific Actions	Who	Timescales	
		When	RAG Review
Multiplication scores to be monitored in all year groups	AHT TL	October 2022	A1, A2, Sp1, Sp2, Su1,Su2
Practical lessons in maths to be introduced weekly during relevant units to ensure children practise required skills for drawing lines shapes and measuring angles	AHT TL/ML	September 2022	December 2022
Training to ensure there is a focus on answering reasoning questions by modelling and checking responses (LBQ)	AHT TL / ML	September 2022	December 2022
Introduction of new White Rose books and revisions highlighted in KS1 to ensure teaching is in line with the new study programme	ML	September 2022	December 2022
Yipiyap tutoring to target agreed focus children for intervention across KS2 with a focus on pre-teaching arithmetic and practical maths	AHT TL	September 2022	A1, A2, Sp1, Sp2, Su1,Su2
Intervention timetabled weekly for target children working below ARE for multiplication knowledge	AHT TL	October 2022	A1, A2, Sp1, Sp2, Su1,Su2
Team teaching/modelling of maths to ensure quality first teaching from all staff	AHT TL	October 2022	A1, A2, Sp1, Sp2, Su1,Su2
HT to meet with Year 6 team every 3 weeks to monitor progress of maths	HT/Y6 team	September 2022	A1, A2, Sp1, Sp2, Su1,Su2
HT to meet with MLs every 3 weeks to monitor progress of pupils answering problem solving and reasoning questions	HT/MLs	September 2022	A1, A2, Sp1, Sp2, Su1,Su2

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Priority 2:

Strategic Priority	Lead
To improve the quality first teaching of maths for all children at the end of KS2 with a specific focus on developing drawing lines, shapes and angles and answering problem solving questions	ML/AHT TL
Impact:	

	End of Autumn Term	End of Spring Term	End of Summer Term
% of staff delivering quality first provision in maths			

Average score multiplication check Y2	Baseline	End of Autumn Term	End of Spring Term	End of Summer Term	Target
% of Y2 to score over 20	0				80
% of Y2 children to score 25	0				45
% of Y2 DA to score over 20	0				50
% of Y2 DA to score 25	0				29
% of Y2 SEND to score over 20	0				50
% of Y2 SEND to score 25	0				50

Average score multiplication check Y3	Baseline	End Of Autumn Term	End of Spring Term	End of Summer Term	Target
% of Y3 to score over 20	18				85
% of Y3 children to score 25	5				31
% of Y3 DA to score over 20	20				56
% of Y3 DA to score 25	10				22
% of Y3 SEND to score over 20	9				50
% of Y3 SEND to score 25	9				10

Average National score multiplication check Year 4	Baseline	End Of Autumn Term	End of Spring Term	End of Summer Term	Target
% of Y4 to score over 20 on the multiplication check	40				91
% of Y4 children to score 25 on multiplication check	14				57
% of Y4 DA to score over 20 on the multiplication check	20				90
% of Y4 DA to score 25 on the multiplication check	10				40
% of Y4 SEND to score over 20 on the multiplication check	25				50
% of Y4 SEND to score 25 on the multiplication check	0				25

National Pass: 71% maths	Baseline	End Of Autumn Term	End of Spring Term	End of Summer Term	Target
% of Y6 who achieved 95% + in maths	48				72
% of Y6 to achieve the HS in maths	5				23

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% of Y6 SEND who achieved 95% + in maths	25				43
% of Y6 SEND on track to achieve the HS in maths	0				7
% of Y6 Non SEND who achieved 95% + in maths	58				78
% of Y6 Non SEND on track to achieve the HS in maths	7				28
% of Y6 DA who achieved 95% + in maths	24				56
% of Y6 DA on track to achieve the HS in maths	0				0
% of Y6 Non DA who achieved 95% + in maths	59				75
% of Y6 Non DA on track to achieve the HS in maths	7				32

AMT Test results	September	April	End of Summer Term	Target range
Average scaled scores for Y3	92.2			85-115
Average scaled scores for Y4	88			85-115
Average scaled scores for Y5	87.8			85-115
Average scaled scores for Y6	90.8			85-115

Intervention	End Of Autumn Term	End of Spring Term	End of Summer Term
% of Y3 pupils receiving Yipiyap who increased their scaled score			
% of Y4 pupils receiving Yipiyap who increased their scaled score			
% of Y5 pupils receiving Yipiyap who increased their scaled score			
% of Y6 pupils receiving Yipiyap who increased their scaled score			
% of Y4 pupils receiving multiplication intervention on track to achieve over 20			

Year 6 SATs Bootcamp	Baseline	End Of Autumn Term	End of Spring Term	End of Summer Term	Target
% of children achieving over 75% in arithmetic	37%				72
% of children achieving over 85% in arithmetic	25%				50
% of children achieving over 50% in problem solving / reasoning	28%				72
% of children achieving over 80% in problem solving / reasoning	7%				23

Local Governing Body Involvement/Comment

Priority 3:

Strategic Priority	Lead
To develop leadership at all levels	HT

Specific Actions	Who	Timescales	
		When	RAG Review
Meeting to discuss the review of BOXHALL half termly targets of children with SEMH needs	SENCO	November 2022	A1, A2, Sp1, Sp2, Su1,Su2
Intervention timetable for SEMH support to be implemented	SENCO	September 2022	December 2022
Alternative approach to ensure quality first teaching to be implemented in the ERP	SENDCO/ AHT PD	September 2022	A1, A2, Sp1, Sp2, Su1,Su2
DSL to implement RASHEN approach into fortnightly meetings	SENCO/AHT PD	September 2022	A1, A2, Sp1, Sp2, Su1,Su2
HT to meet with Welfare officer and AHT PD B and W weekly to discuss attendance	HT/AHT PD/WO	September 2022	A1, A2, Sp1, Sp2, Su1,Su2
Mapping /calendar for effective PD teaching /support to be implemented/shared	AHT PD	September 2022	December 2022
Revision and implementation of behaviour support resources	AHTs	October 2022	December 2022
EYFS staff to receive training on expectations and provision needs for the new nursery children	EYFS L	September 2022	November 2022
Develop children's knowledge of cultural capital in EYFS through engagements in the Graduate Awards	EYFS L	November 2022	A1, A2, Sp1, Sp2, Su1,Su2
A new curriculum and timetable incorporating the nursery children to be implemented	EYFS L	September 2022	October 2022
Leaders ensure that teachers receive focused and highly effective professional development through coaching and ongoing CPDL	SLT	September 2022	A1, A2, Sp1, Sp2, Su1,Su2
ML to receive coaching from AHT	AHT	September 2022	A1, A2, Sp1, Sp2, Su1,Su2
SLT to receive half termly coaching from the HT	SLT	October 2022	A1, A2, Sp1, Sp2, Su1,Su2
HT to receive termly coaching/mentoring from Trust HT	HT	October 2022	Autumn, Spring Summer
Half a day per week support from the Trust DPS	SLT	September 2022	A1, A2, Sp1, Sp2, Su1,Su2
Calendar of pupil voice to be implemented	SLT	September 2022	A1, A2, Sp1, Sp2, Su1,Su2
Behaviour expectations to be reinforced at all times (lessons, playground, assembly, lunch, around the academy)	All staff	September 2022	A1, A2, Sp1, Sp2, Su1,Su2
New and aspiring leaders to complete NPQs	AHT/EYFS L/ ML/MHSW L	June 2023	July 2023

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Priority 3:

Strategic Priority			Lead	
To develop leadership at all levels			HT/AHTs	

Impact:

	End of Autumn Term	End of Spring Term	End of Summer Term	
% of teachers delivering quality first provision of in EYFS				
% of teachers delivering quality first provision in all year groups				

ERP Targets	End of Autumn Term	End of Spring Term	End of Summer Term	Target
% of pupils in the ERP who achieved their Boxhall targets				70
% of pupils in mainstream classes achieving their Boxhall targets				70
% of pupils with SEMH working at ARE in the ERP in at least one core subject				25

Behaviour	End of Autumn Term	End of Spring Term	End of Summer Term
Number of behaviour incidents logged in classes			
Number of behaviour incidents logged from playground incidents			
Number of Fixed Term Exclusions			
Number of Logged Team Teach incidents logged			

Knowledge Acquisition Target 70%	End Of Autumn Term	End of Spring Term	End of Summer Term
% of children remembering more whole school one term later			
% of DA children remembering more whole school one term later			
% of children with SEND remembering more one term later			
% of children remembering more whole school one year later			
% of DA children remembering more whole school one year later			
% of children with SEND remembering more one year later			

Attendance Target 96%	End Of Autumn Term	End of Spring Term	End of Summer Term
% of all children			
% of non DA children			
% of DA children			
% of children with SEND			
% of children with an EHCP			

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Graduate Award Data	End Of Autumn Term	End of Spring Term	End of Summer Term
% of children achieving one graduate Award			
% of children achieving more than one Graduate Award			
% of DA children achieving a Graduate Award			
% of children with SEND achieving a Graduate Award			
% of children with an EHCP achieving a Graduate Award			

Academy Clubs	End Of Autumn Term	End of Spring Term	End of Summer Term
% of children attending a club			
% of DA children attending a club			
% of children with SEND attending a club			
% of children with an EHCP attending a club			

Pupil Voice Indicates	
Autumn Term	93 % of pupils say they feel safe in the academy and know who to see for help
Spring Term	
Summer Term	

Staff Voice Indicates	
Autumn Term	100% staff surveyed say they have an acceptable workload and feel supported to develop by leaders 93% staff surveyed agree that the teaching and learning of PD has improved following the last Ofsted visit
Spring Term	
Summer Term	

Parent Voice Indicates	
Autumn Term	X % of parents say their child feels happy at Croxby X % of parents say their child feels safe at Croxby
Spring Term	
Summer Term	

Local Governing Body Involvement/Comment

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