



# CROSBY PRIMARY SCHOOL

## DEVELOPMENT PLAN 2023/2024

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### 1. Aims of Crosby School

*For our children to be healthy, responsible citizens, building the knowledge and skills to succeed in later life, enabling them to become the best they can be.*

Working with parents, carers and partner agencies we are committed to:

- Offering inspiring experiences within a motivating and challenging curriculum
- Developing creative thinking, positive risk taking and emotional resilience
- Supporting independent and collaborative learning
- Celebrating the diversity of our school community
- Providing a secure, nurturing and stimulating environment that promotes healthy minds and bodies for all
- Promoting shared values of responsible citizenship, trust, mutual respect and understanding
- Fostering strong, caring links with our whole community and an awareness of our place in the wider world

### 2. Contextual Information

#### Distinctive characteristics of the school:

- **Diverse:** 27 different first languages spoken throughout school
- **Deprived:** The school's postcode places it amongst the 10% most deprived in the country
- **Mobile population:** In 2022/2023 80 children entered and 83 children left at times other than expected
- **Large:** 518 number of children on roll

### Ofsted Areas for Improvement (September 2023)

Leaders and those responsible for governance should ensure that:

- all areas of the curriculum provide detailed information on the key concepts pupils need to know and remember and the order in which these should be taught.
- that all staff have the training and support needed to enable them to apply the assessment procedure effectively in all lessons.

### Specific Factors impacting on 2022/2023

- Legacy of lost schooling due to the COVID-19 pandemic
- Within scope of the Education Standards Board (Jan 24 planned removal)
- New Senior Leadership Team in post from January 2023
- High number of Early Career Teachers September 2023

### Achievement Data

	<b>Crosby (June 2023)</b>	<b>National</b>
<b>EYFS Good Level of Development</b>	25%	65% (2022)
<b>Year 1 Phonics Check expected standard</b>	43%	75% (2022)
<b>Year 2 expected standard reading</b>	13%	67% (2022)
<b>Year 2 expected standard writing</b>	0%	58% (2022)
<b>Year 2 expected standard maths</b>	20%	68% (2022)
<b>Year 6 expected standard reading</b>	64%	75% (2022)
<b>Year 6 expected standard maths</b>	62%	71% (2022)
<b>Year 6 expected standard grammar and spelling</b>	59%	72% (2022)
<b>Year 6 expected standard writing</b>	65%	69% (2022)
<b>Combined (R, W &amp;M)</b>	54%	59% (2022)

### Summary Evaluation of data based on June 2023 outcomes

- Year 6 results are pleasing and show very good progress for the children from nursery to Year 6.
- Year 2 outcomes show progress from September, but are well below the expected for their age.
- EYFS outcomes show good progress from September, but are also well below the expected for their age.
- Year 1 Phonics results show a marked increase on last year's results but remain below national data.
- There continue to be a large proportion of children in school who are new to English.

<u>Parental Views</u>	<b>Agree</b>	<b>Disagree</b>
My child is happy at school.	95%	5%
The school encourages my child to be healthy and keeps them safe.	97%	3%
The school knows and tells me about my child's needs and progress.	91%	9%
The school responds quickly and well to any concerns I have.	91%	9%
The school helps my child make good choices in their behaviour.	95%	5%
The school supports me to help my child with their learning.	91%	9%
The school provides opportunities for my child to be the best they can be.	96%	4%
The school has informed me how good attendance helps improve my child's learning.	98%	2%
The school provides a range of after school clubs.	88%	12%
I would recommend this school to other parents.	88%	12%

<u>Children's Views</u>	<b>Agree</b>	<u>Children's Views</u>	<b>Agree</b>
I enjoy being at school.	84%	I enjoy reading.	67%
I feel safe when I am at school.	86%	I enjoy maths.	82%
I know how to improve my work.	91%	I know everyone should be treated with kindness and respect.	97%
I know who to ask if I need help.	100%	I think Crosby Primary is a good school.	85%

### 3. Evaluation of 2022/2023 Priorities

#### **PRIORITY ONE:**

- **To ensure all children receive high quality teaching in the classroom.**

#### **Evaluation :**

- Good quality teaching in all classrooms, including good provision in all classes for children who are NTE or have SEND - 95% of teaching judged to be good or better.
- All Catch Up Group children to be making accelerated progress (measured by individual child).

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Year 3</b>	90%	11%	42%
<b>Year 4</b>	58%	36%	43%
<b>Year 5</b>	65%	40%	58%
<b>Year 6</b>	90%	60%	89%

- Year 6 reading outcomes for disadvantaged children within at least 8% of national outcomes for all children.
- 63% of disadvantaged pupils reached the expected standard (national 75%2022)
- Year 6 maths and writing outcomes for disadvantaged children within at least 10% of national outcomes for all children.
- 59% of disadvantaged pupils reached the expected standard (national 69% 2022)
- 63% of disadvantaged pupils reached the expected standard (national 71% 2022)
- Year 1 phonic outcomes for disadvantaged children within at least 5% of national outcomes for all children – not achieved although significant progress has been made. 54% of disadvantaged pupils passed the phonic check (national 75% 2022)
- At least 70% of F2 disadvantaged children achieve Phase 3 phonics; can write phrases accurately using CVC words; and are fluent using numbers 0-10.
- 21% of disadvantaged children in F2 achieved secure Phase 3 phonics, however, 79% were working at Phase 2 plus.

#### **PRIORITY TWO:**

- **To ensure all children working below age related expectations receive a personalised curriculum to enable accelerated progress. All children in this group narrowing the gap between their starting point and age related expectations.**

#### **Evaluation:**

- High quality EAL and SEND interventions in place.
- High quality reading, writing and maths interventions for those children in the Catch Up Groups – see above data.
- All Catch Up Group children make accelerated progress (measured by individual child) – see above data.
- EAL children make measurable progress in core subjects – achieved.

#### 4. Priorities 2023/24

Quality of Education			
1. As a result of good or better teaching children know more, do more and can articulate what they need to do make accelerated progress.			
SLT Lead: Tim Sykes and Mel Bush		Governor Lead: Sajda Shah	
Outcomes	Actions	Timescale <b>Budget Heads/Costings</b>	Who
<b>1.1 Ensure consistent phonics practice throughout the school</b>	Refresher CPD (Staff Meeting)	Little Wandle staff meeting - Week 1  <b>E19 £1000pa</b>	All classroom staff
	New staff training on LW	New staff to do Full Suite of training (Dec TD)  <b>E19 £1000pa</b>	HB, RC, JR, MT, KW,AN, AK
	Regular Monitoring for fidelity and consistency	At least fortnightly  <b>E01 SLT/MLT Time</b>	MB, BE
	Assessment for learning inform next steps	Ongoing Formative assessment	All staff
	Purchase individual LW phonic readers for KS2 (Phase 5+)	November 2023  <b>E19 £1500 purchase of books</b>	MB, RW
<b>Autumn Evaluation and RAG</b>	<b>Spring Evaluation and RAG</b>	<b>Summer Evaluation and RAG</b>	
<b>1.2 All children working within the lowest 20% excl. EAL and SEND are making accelerated progress</b>	Regular and effective use of PIXL assessments - QLA to inform planning and practice	Ongoing – termly  <b>E19 £2700pa</b>  <b>E20 £600 maths online</b>	Classroom staff
	Coaching for use of PIXL	Ongoing	TS

		E01 SLT PIXL RSL Time	
	Termly pupil progress meetings - teachers to record strengths and areas for improvement and identify vulnerability group (eg. PP, Lowest 20%, SEND, EAL, LAC)	6 week rota E01 SLT Time	Class teachers with S LT
	Teachers to evaluate impact of interventions for all groups of pupils using proforma - PIXL RAG rating.	At least every 6 weeks	Class teachers
	Class teachers use data sheets effectively to inform understanding of class - groups, trends	Termly Phase meetings	Class teachers and Phase leaders
<b>Autumn Evaluation and RAG</b>	<b>Spring Evaluation and RAG</b>	<b>Summer Evaluation and RAG</b>	
<b>1.3 Staff understand and execute school approaches to pedagogy consistently</b>	Synthesise current practice. SLT prepare expectation document for staff handbook. Share in Staff Meeting. Teachers to RAG rate confidence in pedagogical approaches.	Week 6	SLT
	Pedagogical approach training for current expectations including observations. Discussed in Appraisal.	Autumn 2	SLT/Shared practice.
	Monitor consistency of current expectations.	Autumn 2	SLT/Phase Leaders
	CPD on Pedagogical Approaches including Rosenshines's Principles in Action for SLT.	Autumn 2 - Full Day CPD E01 SLT Time E19 Purchase of Rosenshine Books £300	SLT/Helen Genney (Winterton Fed)
	Update pedagogy expectations	Spring 1	SLT
	CPD for classroom staff - 4 staff meetings and personalised training through National College (determined at Appraisal)	Spring 1/2 Summer ½	SLT/Helen Genney (Winterton Fed)

		E09 National College and School Bus Subscription £2908	
	Monitor according to school principles. Drop-Ins.	Spring 2 Summer 1/2	SLT/Phase Leads/Subject Leads
	Training for TAs on role and expectations in classrooms	Half termly meeting E01 SLT/MLT Time, E03 TA Time	SLT
<b>Autumn Evaluation and RAG</b>	<b>Spring Evaluation and RAG</b>	<b>Summer Evaluation and RAG</b>	
<b>1.4 Core knowledge including vocabulary for the curriculum is explicit for all subjects</b>	SLT disseminate model action plan for subjects	Autumn 2 - staff meeting	SLT
	SLT disseminate consistent framework for Core Knowledge in Foundation Subjects/Science MTPs. Staff meeting.	Autumn 2 - staff meeting	SLT
	Subject Leads to articulate core knowledge and to show existing and new vocabulary in MTPs for Cycle B. Staff Meeting	Autumn 2 - staff meeting.	Subject Leads
	Monitor consistency of core knowledge in work scrutiny and observations	Spring 2 E01 SLT/Subject Leader Time	SLT/Subject Leads
	Progression documents updated with amended core knowledge	Spring 1 E01 Subject leader Time	Subject Leads
	Year groups have an allocated vocabulary reading list and a classroom display (subject colour mats) and outside class vocabulary - 3 WOW words from previous weeks vocabulary. Disseminate in staff meeting.	Autumn 2 E19 Purchase Closing the Vocabulary Gap – Alex Quigley £300	MB/SB, class teachers

	Monitoring - relevant and specific vocabulary is visible and used throughout lessons	Begin Spring 1 – ongoing E01 SLT Time	SLT
<b>Autumn Evaluation and RAG</b>	<b>Spring Evaluation and RAG</b>	<b>Summer Evaluation and RAG</b>	
<b>1.5 Develop Assessment for Learning including consistent Marking and Feedback</b>	Review marking and feedback policy and guidance.	Autumn Term 23	SLT
	Share with staff.	Training Day	SLT
	Monitor through work scrutiny.	Termly and ongoing E01 SLT Time	SLT
	Assessment for Learning and Formative Assessment training (including identifying and addressing misconceptions)	Spring Term 24 E09 National College and School Bus Subscription £2908	SLT
	Monitor through Drop-Ins	Ongoing from Spring 24 E01 SLT/MLT Time	SLT/Phase Leads
<b>Autumn Evaluation and RAG</b>	<b>Spring Evaluation and RAG</b>	<b>Summer Evaluation and RAG</b>	



<b>Behaviour, Attitudes and Personal Development</b>			
<b>2. Ensure all pupils are ready to learn and demonstrate good citizenship within school community</b>			
<b>SLT Lead: Sarah Buckley</b>		<b>Governor Lead: Kerry Dunn</b>	
<b>Outcomes</b>	<b>Actions</b>	<b>Timescale</b> <b>Budget Heads/Costings</b>	<b>Who</b>
<b>2.1 Attendance to be in line with National data (92%). Persistent Absence to be reduced from 40%.</b>	Staff Meeting – roles and responsibilities and outline reviewed Attendance strategy	Training Day 4th Sep	TS
	Consider efficiency of existing systems – recording, filing. Hold regular meeting with key staff.	Week 1 Half Termly <b>E01 SLT Time/E05 Admin Time</b>	TS
	Host termly Crosby Hub Attendance Cluster meetings with EI support	Termly	TS/TG
	Undertake termly Truancy Calls with Education Inclusion and Police.	Ongoing	TS/TG
	Monitoring Strategy - Fortnightly Register Checks with Education Inclusion	Every fortnight	TS/TG
	Implement new policy and circulate to parents, via website and Welcome meetings and any letter communications	Autumn 1	TS/Phase Leads
	Monitor the effectiveness of the new policy at attendance monitoring group meeting and Governor monitoring meeting	Half termly	TS/Gov
	Deeper analysis of attendance data – focus on reasons for absence and compare data against PA children. Report to Governors.	Ongoing <b>E01 SLT Time</b> <b>E09 SIMS Training £300</b>	TS

	Introduce Attendopoly Reward Strategies, disseminate to stakeholders and attendance display	Autumn 1 E19 Term Date Magnets for every child £150 E19 Rewards £1500	TS/TG
<b>Autumn Evaluation and RAG</b>	<b>Spring Evaluation and RAG</b>	<b>Summer Evaluation and RAG</b>	
<b>2.2 Pupils know British Values and enact them in daily life</b>	British Values to be added to PSHE curriculum	End Autumn 2 E01 Subject Leader Time	CG
	British Values part of assembly focus	Spring 1	TS
	National College training for all staff	TD - Dec 23 E09 National College & School Bus Subscription £2908	All classroom staff
	Star of the Week focus on British Values	Autumn 2	Class teachers
	Displays to inform and celebrate enactment of British Values	Ongoing	CG
<b>Autumn Evaluation and RAG</b>	<b>Spring Evaluation and RAG</b>	<b>Summer Evaluation and RAG</b>	
<b>2.3 Strengthen the school's position as the hub of the community</b>	Parent Coffee and Catch up sessions	Monthly Fri am E19 £150	Pastoral Team
	Meet the Teacher session	Week 2	Class teachers
	Drop in sessions for parents/carers (website etc)	Week 3	Phase Leads
	Parents invited to Celebration assembly	Autumn 2	SB
	Strengthen community links with outside agencies e.g. Crosby One, PCSO	From Spring 1	Pastoral Team

	Website page signposting for community partners and local information	From Spring 1	Pastoral/IT Team
	Governor monitoring	Termly	Governors
<b>Autumn Evaluation and RAG</b>	<b>Spring Evaluation and RAG</b>	<b>Summer Evaluation and RAG</b>	

5. Appendix - Autumn Term 2023

Week	CPD Staff Meetings	Monitoring SLT	Progress Meetings	Subject Leader Time	Wider Curriculum (Focus in bold)
	Wednesdays 3.30	Wednesday am	45 mins	1.5 hrs	

			per teacher Wednesday pm (LB cover)	Tuesday pm even weeks Thursday pm odd weeks (KJ cover)	
<b>Training Day 4/9</b>	<b>Handbk/Behaviour (SB) Attendance/PIXL (TS) Marking/Feedback (SLT) KCSIE (Helen Parker)</b>				
<b>1 4/9</b>	(Little Wandle)	Break		DT/Computing	
<b>2 11/9</b>	(Meet the Teacher) <i>PIXL Maths KS1 1/5</i>	Ofsted		Deep Dives	Meet the Teacher
<b>3 18/9</b>	(PREVENT (DfE) <i>PIXL Maths Y34 1/5</i>	Lunch Environment	Y6	PE/French	Macmillan Coffee
<b>4 25/9</b>	Data and Ofsted Feedback <i>PIXL Maths Y56 1/5</i>	Phonics ECT	Y5	History/PSHE	No Limits Festival Harvest
<b>5 2/10</b>	EMTAS 3/3 <i>PIXL Maths KS1 2/5</i>	Presentation Marking	Y4	Geography/Science	<b>Black History</b>
<b>6 9/10</b>	Pedagogy – Current expectations <i>PIXL Maths Y34 2/5</i>	Phonics Times Tables	Y3	Music/RE	<b>Big Talk</b>
<b>7 16/10</b>	DT <i>PIXL Writing Y34 1/5, Writing Y56 1/5</i>	Reading	Y2	Computing/History	School Photos 20/10 Y5/6 Nottingham Visit
<b>Half Term</b>	<i>PIXL Maths Y56 2/5</i>				
<b>8 30/10</b>	Subject Leaders – MTPs and Action Planning (Core Knowledge)	Phonics EYFS Learning Walk	Y1	Art/DT	
<b>9 6/11</b>	(Parent Consultation) <i>PIXL Maths Y56 2/5</i>	Writing Maths Work Scrutiny 5/6	F1/2	French/Geography	Remembrance Parent Consultations
<b>10 13/11</b>	Vocabulary	Phonics Pedagogy Work Scrutiny 3/4	Y6	PSHE/PE	Children in Need 17/11 <b>Anti-bullying Week</b>
<b>11 20/11</b>	Test Week <i>PIXL Maths KS1 3/5, Writing Y34 2/5</i>	Spelling Handwriting Work Scrutiny 1/2	Y5	DT/Computing	Test Week
<b>12 27/11</b>	(Subject leaders – Core Knowledge/Vocabulary) <i>PIXL Maths Y34 3/5</i>	Test Week Break	Y4	Music/RE	
<b>13 4/12</b>	Data Overview <i>PIXL Writing Y56 2/5</i>	Phonics Lunch Environment	Y3	History/PSHE	
<b>14 11/12</b>	Phase Data		Y2	Science/Art	Concerts

<b>15 18/12</b>	<i>(Well-being)</i>		Y1	Music/Geography	Parties
<b>Training Day 22/12</b>	<b>FGM – Home Office National College – British Values National College – High Quality Feedback and Targeted Support to Raise Attainment Phase Time</b>				