



Crawley Ridge Junior School Development Plan 2017

SCHOOL SELF-EVALUATION SUMMARY SHEET

SCHOOL	Crawley Ridge Junior School	March 2017
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SECTIONS	SUMMARY EVALUATION				
1	INTRODUCTION				
Unique school context and background					
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SECTION 2		EFFECTIVENESS OF LEADERSHIP & MANAGEMENT				
<p>Priority to be addressed: Leaders at all levels frequently and rigorously check the quality of teaching and pupils' rates of progress.</p> <p>Evaluation questions for governors;</p> <p>How reliable is the evidence base that leaders use to evaluate the quality of teaching at Crawley Ridge?</p> <p>How accurate are the formative and summative assessments against local and national data? What is the evidence for improved rates of progress?</p> <p>How are leaders implementing the new standards for teacher professional development?</p>						
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Rigorous, daily monitoring of teaching set against seven strand matrix, which is agreed and owned by all teachers linked to professional standards	Joint formal observations, drop-ins, learning walks and book scrutiny led by senior and middle leaders	Staff meeting time to define processes and definitions. CRJS Leaders released to partner CJS Leaders	Middle and Senior Leaders provide a secure evidence base for judging and improving the quality of teaching.	New monitoring cycle and matrix is in place with a clear evidence base utilised by leaders to judge the quality of teaching	Teachers use the matrix to improve so that 100% of teaching is effective	Teachers use the matrix to improve so that all teaching is effective with 25% exceptional
Middle leader development programme with shared monitoring and high impact feedback to teachers	Development needs of middle leaders will be identified and relevant actions put in place.	Leader training with CJS Challenging Conversation training	Middle Leader intervention leads to rapid improvements in teaching and pupil outcomes	Middle & Senior Leaders have developed the monitoring cycle and matrix	Subject leaders across the school are part of monitoring and evaluating the impact on pupil progress	All leaders are clear about their roles and responsibilities in raising standards across the curriculum
Half-termly pupil progress meetings to analyse progress of all pupils leading to clear teacher actions and next steps for pupils	SLT to scrutinise data and challenge teachers so that all pupils progress well from different starting points	Pupil Progress meetings scheduled within staff meetings Pupil Asset tracking system Assessment Leaders analysis	Pupils progress well from different starting points and achieve or exceed standards expected for their age	All pupils including vulnerable groups are on track to make progress in line with school targets	In school data shows that pupils progress well from starting points	All pupils including vulnerable groups make progress in line with school targets and end of KS2 is above national ARE & ARE+

SECTION 2	EFFECTIVENESS OF LEADERSHIP & MANAGEMENT					
Priority to be addressed: The school curriculum provides opportunities for excellence in all areas. Evaluation questions for governors; What does a mastery curriculum look like at CRJS? How does the curriculum enable the development of skills in all subjects? Do timetables reflect a good coverage of all subjects?						
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Evaluation and audit of curriculum against Ofsted Criteria and Grade descriptors by all subject leaders linked to Subject Action Plans	Audit will be completed Evaluation of Action Plans linked to staff appraisal targets and review	Key Resource for School Leaders National Curriculum Programmes Leadership & Staff meeting time to complete audit. SLT with Subject leaders	The design, implementation and evaluation of the curriculum ensures breadth and balance	Subject Leaders are utilising the resources within the audit programme to review subject coverage, beginning with core subjects	All audits and evaluations are completed and impacting on planning and preparation for 2017-18	There is an appropriate breadth and balance to the curriculum with clear skills and knowledge imparted in all subjects
Skills progression identified in foundation subjects and linked to curriculum in all subjects.	SLT check robustness of skills progression map with full coverage across the National Curriculum	Leadership time to identify skills map. Link with CJS Curriculum Leader	The range of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education	SLT have decided on format and coverage of skills map linked to partner school	Skills map completed and evaluated against planning and delivery across all subjects	Planning shows progression of knowledge and skills in all subjects with evidence clear in books and projects
Teacher training on developing pupils' conceptual and deeper understanding across the curriculum	Training to be timetabled & programme of CRJS staff visiting CJS.	Staff meeting time & release time for teachers to see mastery in action.	A mastery curriculum is embedded at CRJS and is increasing the number of pupils reaching a higher standard	CRJS teachers to visit CJS to see mastery approach in action.	Inset Day on mastery approach booked. Approach adopted at CRJS	Mastery approach embedded in planning, teaching and assessment

SECTION 3	QUALITY OF TEACHING, LEARNING & ASSESSMENT					
<p>Priority to be addressed: Teachers have consistently high expectations of all pupils' attitudes to learning within a mastery curriculum.</p> <p>Evaluation questions for governors; What is the impact of lesson study on improving quality first teaching? How is good practice shared between teachers, Higher Level Teaching Assistants and Teaching Assistants? What is the impact on all learners and their ability to develop mastery?</p>						
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Lesson Study approach used to unpick teachers' expectations of pupils' attitudes to learning with agreement on learning non-negotiables	Lesson Study timetables Teacher reviews including pupil feedback.	Staff meeting time to implement lesson study approach Review meeting with agreed non-negotiables.	Pupils focus well on their learning because teachers re-inforce expectations for conduct and set clear tasks that challenge pupils	Leadership has received training on the use of lesson study with triads in place	All teachers have completed and evaluated one round of Lesson Study with agreement on non-negotiables	An annual cycle of Lesson Study is in place with teachers identifying focus areas linked to appraisal
Training is given to all teaching staff on quality first teaching with CT support for lower skilled and extension for higher skilled pupils	Learning Tours and Lesson observations show evidence of QFT. Book Monitoring and progress data support this.	QFT training delivered to all teachers, HLTAs and TAs	All teaching staff plan are clear about QFT which sustains pupils interest and challenges their thinking	Leadership unpick criteria for quality first teaching and identify key areas against next steps from observations.	Teachers, TAs and HLTAs are aware and utilise criteria and resources linked to the delivery of QFT	Lesson Observations and Learning Tours show that QFT is embedded across the school
Training for all teachers on hooks for learning and creative engagement including fabulous finishes	Planning and lesson observations Pupil feedback Parental feedback	Learning engagement within a creative curriculum delivered to all staff.	Teachers plan and deliver learning that sustains pupils' interest and challenges their thinking	Exec HT shares training with leadership on creative teaching	Twilight training and review delivered by Curriculum Expert with evidence of initial strategies in lessons and books.	Planning for 2017-18 has clear evidence of contextualised learning opportunities for pupils

SECTION 3

QUALITY OF TEACHING. LEARNING & ASSESSMENT

Priority to be addressed: **Teachers make sharper use of assessment information to set challenging targets for all pupils.**

Evaluation questions for governors;

How has the CPD programme impacted on teachers' knowledge and skills in developing higher order questioning amongst pupils?

How is Pupil Asset data providing a secure evidence base to measure against national data streams?

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Assessment for Learning (AfL) to include the use of questioning that enables pupils to analyse, synthesise and evaluate their learning	Learning Tours focused on high quality questioning and AfL strategies	Staff meeting time to revise AfL techniques. Peer Observations and Workshops	Teachers use questioning skilfully to probe pupils responses and reshape tasks and explanations so that pupils better understand new concepts	Review completed of existing AfL techniques linked to Blooms Taxonomy Middle leaders using questioning cards	Teaching staff training completed on AfL and effective questioning with evidence in lesson observations, learning tours and books	AfL techniques are securely part of planning and delivery in lessons, ensure teaching matches the needs of pupils
Leaders work with teachers on appropriate differentiation and variation to meet the needs of all pupils	Training opportunities Feedback from working groups in relation to variation	Leadership time to work with year groups on differentiation. Variation SHLP working group	Teachers use variation in their planning and delivery to enable all pupils to deepen their understanding against key objectives	English & Maths Consultant review and develop planning with modelling	Delivery of variation training linked to maths mastery	Clear evidence of differentiation and variation in books with accelerated outcomes for all groups of pupils
Class Teacher training on use of Pupil Asset to capture a secure evidence base to inform next steps for pupils	Assessment leader will have spent time with staff of CJS looking at how PA could be adapted; particularly considering the use of PA on tablets in the classroom.	Release time for assessment leader. Staff meeting time to train whole staff. Digital mobile technology Wireless Coverage	Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support	Assessment Leader to start training on using PA at point of teaching.	Roll out to staff how PA can be used at point of teaching. Develop end of term reports to parents using PA.	All teachers use PA in lessons to capture learning and inform their planning and delivery

SECTION 4		BEHAVIOUR				
<p>Priority to be addressed: Pupils attitudes to all aspects of learning are consistently positive with teachers ensuring lessons are creative and engaging</p> <p>Evaluation questions for governors; How does the school track behaviour for learning and how does this inform strategy? How are pupils involved in developing powerful learning habits? Are pupil's books showing higher standards of presentation? Are staff and pupils using language linked to school values to reinforce strong learning behaviour?</p>						
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School Behaviour Policy is revised to focus on actions and behaviours linked to school values	Learning Tours to review consistency Behaviour monitoring using Pupil Asset	Leadership Tours Mobile Technology C&L Committee PA behaviour tracking	CRJS has clear policies and procedures that are understood and consistently applied by pupils, staff and parents	Staff have reviewed and evaluated existing school policies and procedures linked to school values	CRJS Behaviour Policy and strategies are embedded across the school and consistently applied	Behaviour is tracked and there is strong evidence of improvements in behaviour across the school
Growth mind-set initiative to be embedded across the school through staff and pupil training	Foci for learning tours Clear displays and resources in school Staff and Pupil surveys	Leadership Tours Display resources Surveys Training through partnership	Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education and for adult life.	Teaching staff have attended INSET training on Growth mind-set which has informed planning and delivery	There is evidence of a whole school approach through assemblies, displays and in class to promote growth mind-sets for staff and pupils	Pupils are able to show how they are applying their knowledge of growth mind-sets to tackle and solve problems
Teachers use peer observations and training to tighten transitions and work with pupils to make better use of lesson time.	Programme of peer observations will be in place	Staff meeting time to develop strategies to make transitions tight and release time for peer observations.	Pupils will respond to instructions quickly and learning time will be maximised.	Teachers to develop strategies to make transitions smooth so that learning time is not lost.	Teachers use peer observations to improve strategies to maximise the use of time in a lesson.	Time within lessons used to maximum effect.

SECTION 5	PERSONAL DEVELOPMENT AND WELFARE					
Priority to be addressed: Pupils show resilience and independence and do not rely on adults to take the next step in their learning. Evaluation questions for governors; Is there evidence of greater independence amongst pupils? Has greater independence had a positive impact on results?						
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Review and Revise the CRJS Effective Marking and Feedback Policy with training given on implementation	Book scrutiny with consistent use of new feedback strategies	Leaders review CJS policy against CRJS Twilight training to staff and TAs in day	Pupils' work will be of a high standard and reflect pride in what they have produced and clear evidence of read and respond	English Leader has reviewed and revised Effective Feedback Policy by seeking advice from partner school	Training has been delivered to all staff and there is evidence of implementation in books	All staffing are consistently following the new Effective Feedback Policy which is having a significant impact on progress
Teachers trained on agile teaching through a cycle of filming and self-review so that pupils develop powerful independent learning habits	Reviews and updates from trainer Reflection from teachers on impact on practice Lesson observations and learning tours	National Teaching & Learning Coach INSET and 3 term cycle Agile Teaching Resources	Pupils show independence in learning and access materials that stretch them with no time lost in lessons	HTs from CRJS and CJS have met to review impact of agile teaching	Staff receive training in Agile Teaching	Teachers research specific areas of pedagogy and Agile Teaching techniques are embedded.
Create wider opportunities for pupils to take on relevant leadership roles across the school	Review existing School Council and identify additional opportunities for pupils to take on leadership roles.	Leadership time to meet with school council. Staff meeting time to roll out ideas.	Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view	School Council Review with ideas in assembly to extend pupil leadership roles.	Projects identified for school council to work through and deliver findings to SLT. Be the Head for a day	Structure of school council for the year ahead, identified and in place.

SECTION 6	OUTCOMES FOR PUPILS					
Priority to be addressed: Pupils' fluency, reasoning and problem-solving skills lead to greater depth of understanding within mathematics. Evaluation questions for governors; What is the impact of the work with Maths Consultants and specialists? What is the impact of mastery approach on results in maths?						
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Maths consultant and specialists work with teachers to plan and deliver mastery	Review of Specialist Notes of Visit Maths moderation visits Lesson Observations and learning tours Book scrutiny	PPA time for teachers to work with Laura Hammond and to plan in the light of training.	Lessons will be appropriately pitched for the ability of the children with clear evidence of fluency, reasoning, problem solving and greater depth	First cycle of planning, delivery and review by Maths Consultant completed linked to mastery training	There is clear evidence of mastery training in planning, delivery and outcomes in books. Pupils access reasoning tasks and problem solving which is ARE and ARE+	Lessons are pitched appropriately for the year group. Maths attainment and progress matches and succeeds national markers
Mastery Unlocked training for all staff leading to Maths teacher partnership between CJS and CRJS	Planning, delivery and outcomes in books scrutinised for evidence conceptual understanding and four elements of mastery	PPA time for teachers to work with staff from CJS INSET day April 18 th	Maths mastery lessons embedded across the school.	Teachers to begin training on mastery and make links and visits to see best practice	Maths Mastery Unlocked INSET has been followed up by CRJS Maths team with high impact on teaching of mastery	All teaching staff are confident about mastery and how to teach and assess impact on pupils
Parent workshops delivered in the Summer Term on mastery across all four operations including supporting information	Feedback from parental workshops, published information and pupil interviews.	Staff time to provide evening workshop for parents.	Parents will have greater understanding of school approach to the teaching of maths and will be able to use the same approach to homework.	Information for parents has been shared between CJS and CRJS Parent workshops are planned and advertised	Parental Workshops have been delivered and evaluated	Parental Workshops have been delivered and evaluated

SECTION 6		OUTCOMES FOR PUPILS				
<p>Priority to be addressed: Proportion of children achieving the expected and high standards in English and Mathematics exceeds national markers.</p> <p>Evaluation questions for governors; How has marking & feedback been changed to move pupils on more quickly? Is data showing an improved picture of progress and attainment? Does the attainment and progress of pupils by the end of Year 6 match and exceed national markers?</p>						
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Teachers to use their work with English Consultant to challenge pupil's use of technical language, and higher standard comprehension skills	Planning to show how teachers will challenge pupils' use of language.	PPA time for teachers to work with Chris Chen and then to plan in the light of her training.	Greater percentage of children will be writing at greater depth.	English consultant and teachers review planning and delivery to make sure technical writing and comprehension skills are key	Teachers to embed work with Chris Chen into their planning. Data to show good levels of attainment. School to review use of class novels	The % of pupils making ARE and ARE+ exceed national markers in English and Mathematics
Pupil Progress meetings will ensure that all children are on track and identify interventions for any falling behind	SLT to scrutinise data to ensure progress is good across the school.	Leadership time to analyse data.	Children falling behind will be identified quickly.	There is evidence that any pupil or groups of pupils not making progress are identified	There is evidence of accelerated progress for vulnerable groups so that they at least match those of other pupils	The % of pupils making ARE and ARE+ exceed national markers in English and Mathematics
Precise marking & feedback will ensure children are aware of the next steps in their learning.	Book scrutiny will show tightly focussed marking & feedback which the pupils respond to and benefit from.	Time teachers spend marking & giving feedback to pupils.	Books will show how pupils' progress, is accelerated by marking & feedback.	Book scrutiny to ascertain point for development.	Point for development shared with teachers and actions agreed.	Book scrutiny shows high level marking and feedback.