



# Water Street Primary School

## School Development Plan

2015 - 2016

<b>Assessment</b>	<b>2</b>
<b>Maths</b>	<b>7</b>
<b>PSHE</b>	<b>14</b>
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## 1. ACTION PLAN FOR ASSESSMENT

**PRIORITY FOR IMPROVEMENT: To embed new Assessment Procedures**

**LINK GOVERNOR: JAMES ASHLEY**

**Success Criteria:**

- Establish a sustainable assessment system that puts children at the centre of their learning. This system will need to be moderated across schools with the group.
- Parents are informed and understand the new system and the rationale/principles behind it.
- Develop a Castle Alliance wide assessment network that aids the transition between schools and also between KS2 and KS 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• Establish New Assessment System</li> <li>• Work with O Track to develop 7 point Scale Tracking</li> <li>• Work with other schools to develop statements for Class Track</li> <li>• Lead Castle Assessment Network</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure Assessment Information is correct on WS website</li> <li>• Parents Information Evening</li> <li>• Purchase new end of term tests</li> </ul>	<ul style="list-style-type: none"> <li>• Establish half termly moderation meetings for Deeper Learning Group</li> </ul>			<ul style="list-style-type: none"> <li>• Evaluation of new assessment</li> <li>• Evaluation of Castle Assessment Network.</li> </ul>

Actions to address the priority	Persons responsible	Start date	Finish date	Resources and costs	Monitoring Person and Method	Notes on Progress
<p><b>Water Street Assessment: In School-</b></p> <ul style="list-style-type: none"> <li>• Set up new assessment systems for whole school . Year 1 through to Year 6</li> <li>• Work with O track to develop new tracking system based upon Water Street’s 7 point scale – ‘Deeper learning Judgements’</li> <li>• Work with O Track to develop a tool to allow teachers to monitor children’s progress towards end of year expectations. – <b>CLASS TRACK</b></li> <li>• Inform parents of new assessment procedures – meeting, information leaflets and explanations at parents’ evenings.</li> <li>• Ensure assessment information is correct on Water Street Website.</li> <li>• Investigate end of term tests for Reading, Writing &amp; Maths</li> <li>• To lead CASTLE Assessment Network</li> <li>• To lead Assessment Sub Group using 7 Deeper Learning Judgements</li> </ul>	<p>All Staff led By SA</p> <p>SA</p> <p>SA/JM</p> <p>SA</p> <p>SA</p> <p>SA</p> <p>SA</p>	<p>Sept 2015</p> <p>Sept 2015</p> <p>Sept 2015</p> <p>Oct 2015</p> <p>Nov 2015</p> <p>Nov 2015</p> <p>Oct</p>	<p>On going</p> <p>Nov 2015</p> <p>Dec 2015</p> <p>Nov 2015</p> <p>Dec 2015</p> <p>Dec 2015</p>	<p>Supply Costs as needed</p> <p>£500 for O Track &amp; Class Track as needed Water Street will earn credit by recommending O Track So far - £800 in credit</p> <p>Supply Costs for Subject Leader Meetings</p> <p>As needed</p> <p>None</p>	<p>Governor’s Teaching &amp; Learning Committee</p> <p>Teaching &amp; Learning Committee</p> <p>SLT</p> <p>Full Governing Body</p> <p>NYCC EDA</p> <p>Castle Strategic Board</p>	

	SA	2015 On going	On going	£500 – group purchases for bargaining power!  Supply costs		
<p><b>Deeper Learning Assessment Group:</b></p> <ul style="list-style-type: none"> <li>Work with a small group of schools on using the Water Street 7 Point Scale. Schools: Water Street Sutton CP Thornton in Craven Beckwithshaw Cononley Gargrave Ings</li> <li>English &amp; Maths Subject Leaders</li> </ul>	SA	June 2015	On going	None	Governors Group of group schools	

<p>to work together to formulate statements for class track app – these need to be the same for all schools in the group</p> <ul style="list-style-type: none"> <li>• Establish termly or half termly moderation meetings for schools with in group and for different subjects</li> <li>• Design or purchase end of term tests for Reaading, Writing &amp; Maths – same for all schools in group.</li> <li>• Other schools may wish to join group at a later stage.</li> </ul>	SA/JM	Sept 2015	Nov 2015	Supply Costs for Water Street Staff	Teaching & Learning Committee	
	SA	Jan 2016	On going	Supply Costs Admin Costs	Teaching & Learning Committee	
	SA / JM	Nov 2015	Jan 2016	Group purchase	Teaching & Learning Committee	
	SA	On going	On going	Nil		

<b>Castle Assessment Network:</b> <ul style="list-style-type: none"> <li>To lead the Castle Alliance Assessment Network Half Termly Meeting – based at Water Street.</li> <li>Opportunities to evaluate each schools assessment system and procedures</li> <li>Moderation opportunities for end of KS 1 &amp; Ks 2</li> <li>To write new assessment policies</li> <li>Investigate opportunities to work together</li> </ul>	SA	Oct 2015	July 2016	Supply Costs – met by CASTLE	CASTLE Strategic Board
	SA	Oct 2015	Nov 2015	Nil	Castle Strategic Board
	SA + all staff	Feb 2016	On going	Supply costs – met by individual schools	Teaching & Learning Committee
	SA	Feb 2016	April 2016	Nil	Teaching & Learning Committee
	SA	Jan 2016	On going	Nil	Castle Strategic Board

### 1. Impact on the learners

- Assessment system to places children at the centre of their learning
- Children understand their involvement in the assessment process
- Staff use assessment procedures to inform future planning/learning which in turn improves outcomes for pupils

### 3. ACTION PLAN FOR EMBEDDING NEW MATHS CURRICULUM

**PRIORITY FOR IMPROVEMENT:** Embedding the New Maths Curriculum.

**LINK GOVERNOR:** Stuart Bond.

Including the following:

- Developing Mastery in Maths
- Maths connections model effectively used throughout the school
- New KS1 and KS2 testing procedures in place
- Calculation Policy updated dated and used effectively.

#### Success Criteria:

##### Developing Mastery in Maths:

- Staff confident in what mastery is and how to teach it.
- A range of resources are being appropriately used.
- Opportunities for development of mastery, and appropriate skills are evident in lesson observations/ planning/work scrutiny and pupil voice.
- Children have well developed mastery skills in all areas of maths.

##### Maths Connections Model:

- All classrooms display the connections model for topics being taught
- Staff make connections within and across maths topics
- Children make connections in their learning to real life context.

##### New KS1 and KS2 testing procedures in place.

- Staff understand how the testing system has changed.
- Children are appropriately prepared for end of Key Stage tests.
- Correct resources are ordered.

##### Calculation Policy Updates.

- Staff use correct calculation strategies for their year group and individual pupils in it.
- Parents understand calculation strategies that are used in school and use these when working with their children at home.
- Calculation Policy reflects changes made in the New Curriculum.

##### Overall:

- All children make progress from their given starting points.



Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<ul style="list-style-type: none"> <li>• Subject leader to attend HART/CASTLE networks</li> <li>• Staff Training on Connections model</li> </ul>		<ul style="list-style-type: none"> <li>• Staff Meeting for new maths mastery materials</li> <li>• Maths Monitoring: lesson observations</li> </ul>		<ul style="list-style-type: none"> <li>• Using maths mastery resources to develop in own classroom</li> <li>• Share good practice with other staff/schools</li> <li>• Connections Model being used successfully to make real life maths connections</li> </ul>				<ul style="list-style-type: none"> <li>• Bar Modelling</li> <li>• New Resources for bar modeling – if needed</li> </ul>		<ul style="list-style-type: none"> <li>• Bar Modelling Policy</li> </ul>	
<ul style="list-style-type: none"> <li>• New assessment procedures for maths – using O Track &amp; Class Track</li> </ul>											
				<ul style="list-style-type: none"> <li>• Use of new end of term assessment tests</li> <li>• Update Calculation Policy in light of changes</li> </ul>							
<b>Actions to address the priority</b>			<b>Persons responsible</b>		<b>Start date</b>	<b>Finish date</b>	<b>Resources and costs</b>		<b>Monitoring Person and Method</b>		<b>Notes on Progress</b>



<ul style="list-style-type: none"> <li>• To carry out assessment and moderation activities on mastery.</li> <li>• Planning to reflect the development of mastery in the classroom.</li> <li>• Staff understand how to use bar-modelling as a means of developing mastery in their classroom.</li> <li>• JM to investigate having a bar modelling policy ( similar to calculation policy).</li> <li>• Resources ordered as appropriate to help to embed mastery skill.</li> </ul>		Summer Term	Summer Term	<p>sources.</p> <ul style="list-style-type: none"> <li>✓ Introduction to Bar Modelling</li> </ul> <p><u>Summer Term:</u></p> <ul style="list-style-type: none"> <li>✓ Further sharing of good practice.</li> <li>✓ Training and resource updates.</li> <li>✓ Discussion as to how lesson planning can reflect mastery activities</li> <li>✓ Moderation and Assessment of mastery.</li> </ul>	<p>Planning scrutiny</p> <p>Moderation meetings</p>	
<p><b><u>Connections Model</u></b></p> <p>Connections model using in all classrooms ( as part of the maths learning wall) To</p>	JM- All staff.	Summer Term 2015		Liaison with other schools about the connections model (Greatwood school)	Numeracy coordinator:  Learning walks.	

<p>demonstrate links in maths between language/ symbols/images and context.</p> <p>Staff are aware of how the connections model works.</p> <p>Connections model used as part of teaching.</p> <p>Connections are successfully used throughout the school to make real life connections and to work in context.</p>		<p>Autumn Term 2015</p> <p>Spring Term</p> <p>Spring and summer term</p>		<p>Outlining to staff how connections model works. ( Staff meeting)</p> <p>Learning walks to look at the connections model.</p> <p>Pupil Voice to ascertain pupils understanding.</p> <p>Feedback from staff</p>	<p>Pupil voice</p>	
<p><b>New Assessment Procedures for KS1 and KS2.</b></p> <p>Staff fully aware of new assessment procedures and expectations by the end of KS1 and KS2.</p> <p>Assessment materials ordered for year groups as appropriate, to assist staff in assessing against end of year expectations.</p> <p>Children to be prepare as appropriate for end of KS tests.</p>	<p>All Staff SLT</p> <p>JM</p> <p>Y2 and Y6 staff</p>	<p>Autumn Term</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Spring</p>		<p>Network Meetings and assessment meetings where appropriate for Y6 and Y2 staff.</p> <p>Cost of resources/ assessment materials.</p>	<p>SLT feedback.</p> <p>Pupil progress meetings</p> <p>O track class tracking</p>	

		Term				
<b>Update of School Calculation policy in-line with New Curriculum.</b>	JM All Staff	Spring Term	Summer Term  Summer Term 2016/ Autumn Term 2016	Curriculum coordinators time. Personal research. Nyorks LEA policy as reference. New Policy on school website. Information evening for parents.	Documentation in place including on the school website.	

### 1. Impact on the learners

- Further enhanced maths results at all levels
- Pupils enjoyment of maths will be increased
- Improved connections between maths and areas of every day life

## ACTION PLAN FOR SCHOOL PSHE

**PRIORITY FOR IMPROVEMENT: PSHE, Citizenship, SRE and British Values**

**LINK GOVERNOR:**

1. **Develop long term and medium term plans**
2. **30 Things to do before you leave Water Street embedded**
3. **Staff training and development**
4. **Policies updated**
5. **Parents and governors informed of changes**
6. **Monitoring and evaluation**

**Success Criteria:**

- **Increased knowledge & Understanding by whole school staff.**
- **Effective, sustainable and appropriate long term , medium term planning developed for the delivery of PSHE, Citizenship SRE and British Values throughout the school.**
- **New plans throughout the school embedded in weekly lessons.**
- **Parents, governors and the wider school community informed and updated about how PSHE, Citizenship SRE and British Values are being developed at Water Street.**
- **An audit completed to see how PSHE, Citizenship SRE and British Values are tackled as part of daily life at Water Street.**
- **“30 things to do before you leave Water Street School” embedded.**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Research into the New Citizenship, SRE and British Values documentation</p> <p>Review our current practise.</p> <p>Have final list of 30 things to do before you leave Water Street ready.</p> <p>Inform parents, governors of this list.</p>	<p>To attend courses to develop further understanding of recent changes and updates.</p> <ul style="list-style-type: none"> <li>- PSHE Network meetings <b>NS</b></li> <li>- SRE course <b>NS CL -NS</b> and <b>AM</b> time to meet</li> </ul> <p>Develop way of recording 30 things to do before you leave Water Street.</p>	<p>Update school documentation including Citizenship, SRE, British values and current PSHE scheme.</p> <p>Audit how Citizenship, SRE, British values and PSHE are part of daily life at Water Street.</p> <p>Staff start to record 30 things to do before you leave Water Street for all pupils.</p>	<p>Have new long term, medium term plans ready to share with staff (to include an overview of wider opportunities pupils also given).</p> <p>Research and update resources where necessary</p>	<p>Review old policies and update of necessary.</p> <p>Update SMT, Staff, governors and parents on new policies and schemes.</p> <p>Inform parents of the SRE scheme and how this will be delivered.</p>	<p>Monitor and evaluate.</p>

Actions to address the priority	Persons responsible	Start date	Finish date	Resources and costs	Monitoring Person and Method	Notes on Progress
<p><b>Develop long term and medium term plans</b></p> <ul style="list-style-type: none"> <li>Review our current practise against new requirements</li> <li>Research into the new Citizenship, SRE and British Values documentation/ Schemes of work</li> <li>Update school documentation including Citizenship, SRE, British values and current PSHE scheme.</li> <li>Audit how Citizenship, SRE, British values and PSHE are part of daily life at Water Street.</li> <li>Resource</li> <li>Update any necessary policies</li> <li>New scheme introduced to staff</li> <li>Staff to start to teach following new scheme as part of weekly lessons</li> </ul>	<p>NS</p> <p>NS/ AM</p> <p>NS</p> <p>Whole staff</p> <p>NS NS /SA</p> <p>NS/JM/SA</p> <p>All staff</p>	<p>Sept 15</p> <p>Sept 15</p> <p>Jan 16</p> <p>Jan 16</p> <p>Jan 16 Apr 16</p> <p>June 16</p> <p>June 16</p> <p>June 16</p>	<p>Oct 15</p> <p>Dec 15</p> <p>April 16</p> <p>Feb 16</p> <p>April 16 June 16</p> <p>June 16</p> <p>ongoing</p>	<p>NS curr co-ordinator time</p> <p>NS time to meet with AM (1/2 day supply)</p> <p>NS time (2 days supply) AM time</p> <p>Staff meeting</p> <p>New resources</p> <p>Staff meeting</p>	<p>JM/ SA / NS</p> <p>Staff meetings and discussion.</p>	



<p><b>30 Things to do before you leave Water Street embedded</b></p> <ul style="list-style-type: none"> <li>Final statement ideas gathered from parents, governors, pupils, staff.</li> <li>Parents, governors, pupils vote for the final list. Results gathered to form final 30.</li> <li>Parents, governors, staff, pupils informed of Final 30 statements.</li> <li>Resourced gathered</li> <li>Statements allocated to year groups</li> <li>Staff decide how best to record</li> <li>Start to record</li> </ul>	<p>NS/SA/JM</p> <p>NS</p> <p>SA</p> <p>NS/SA/JM</p> <p>NS/SA/JM</p> <p>All staff</p>	<p>Sept 15</p> <p>Oct 15</p> <p>Oct 15</p> <p>Nov 15</p> <p>Nov 15</p> <p>ongoing</p>	<p>Sept 15</p> <p>Oct 15</p> <p>Oct 15</p> <p>Dec 15</p> <p>Dec 15</p> <p>ongoing</p>	<p>Book per child/ printing costs SA/JM</p>	<p>NS/SA/JM</p> <p>Pupil/ parent/ staff / governorfeedback</p>	
<p><b>Staff training and development</b></p> <ul style="list-style-type: none"> <li>PSHE Network meeting</li> <li>SRE Course</li> <li>All staff informed of requirements and new scheme</li> </ul>	<p>NS</p> <p>NS/CL</p> <p>All staff</p>	<p>Nov 12</p> <p>Dec 12</p> <p>June 16</p>		<p>Day supply cost</p> <p>Course cost x2</p> <p>Supply cost x 2</p> <p>Staff meet</p>		

<p><b>Policies Updated</b></p> <ul style="list-style-type: none"> <li>• Current policies read through to check in line with new curriculum</li> <li>• Any policies needing updated re-written/ adjusted as necessary</li> </ul>	NS/SA	June 16	July 16			
<p><b>Parents and governors informed of changes</b></p> <ul style="list-style-type: none"> <li>• <b>Governors updated at a Gov meeting.</b></li> <li>• <b>SRE: Parents informed??? Not sure how you will want to do this.</b></li> </ul>	NS/SA/JM					
<p><b>Monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>• NS/SA/JM to monitor PSHCE teaching in Summer term</li> <li>• Staff meeting time to discuss / feedback on 30 things/ New Scheme</li> </ul>	NS/SA/JM	June 2016	July 2016	Supply cover Staff meeting time	Long, Medium and short term planning. Lesson observations/ pupil voice/ work/ planning scrutiny.	

**Impact on the learners**

- Pupils are happier and more confident because the 'whole child' is developed.
- Pupils achievements improve across all areas of school life as they have a better understanding of themselves, increased confidence, improved behaviour and are more able to work alongside each other harmoniously.
- Pupils are better prepared to cope with the ' world outside school'.
- Pupils feel safe.
- Pupils feel excited and eager to achieve and record their "30 things to do before you leave Water Street".

### 5. ACTION PLAN FOR OUR SCHOOL COMMUNITY

**PRIORITY FOR IMPROVEMENT:** to improve school links with local, national & international community **LINK GOVERNOR:**

**To improve resilience of learning**

Success Criteria:

- Improved success with growth mindsets
- Improved national & international links

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<ul style="list-style-type: none"> <li>• Classroom ethos – setting classroom expectations</li> <li>• Developing Local Links</li> <li>• Setting up of Castle Networks for 2015/16</li> <li>• Assessment Group</li> <li>• Academy Status Investigation – NAHT</li> <li>• Fundraising for Nepal</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with NYCC re: CASTLE Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Class to Class links for events and activities</li> </ul>			→	
		<ul style="list-style-type: none"> <li>• TA CPD Meetings</li> </ul>			→	
		<ul style="list-style-type: none"> <li>• Growth Mindsets CPD and enhancement</li> </ul>			→	
			<ul style="list-style-type: none"> <li>• Castle Arts Network</li> </ul>	<ul style="list-style-type: none"> <li>• Castle School to School Support</li> </ul>		→
					<ul style="list-style-type: none"> <li>• French School Link</li> <li>• USA School Link</li> </ul>	→

Actions to address the priority	Persons responsible	Start date	Finish date	Resources and costs	Monitoring Person and Method	Notes on Progress
<p>Our Community in the Classroom:</p> <ul style="list-style-type: none"> <li>• Building an ethos of self respect, resilience, mutual respect, trust</li> <li>• Encouraging independent learning styles</li> <li>• Learning from own mistakes/being a resilient learner</li> <li>• Staff &amp; pupils understanding and embedding growth mindset attributes.</li> <li>• Peer support</li> </ul>	<p>All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>All Staff Led by JM</p>	<p>On Going</p> <p>On Going</p> <p>On Going</p> <p>Spring Term 2016</p>	<p>On Going</p> <p>On Going</p> <p>On Going</p> <p>Summer 2016</p>	<p>As needed</p>	<p>SLT</p> <p>Governors' Teaching &amp; Learning</p>	
<p>Our community in School:</p> <ul style="list-style-type: none"> <li>• Working with other classes</li> <li>• Family Groups</li> <li>• Peer support – maths, reading buddies etc</li> <li>• Class to Class Support</li> <li>• Enhancing strong staff teams: Subject leadership School Clubs TA – CPD</li> </ul>	<p>All Staff Led by SA &amp; JM</p> <p>SA &amp; JM</p>	<p>Spring &amp; Summer Terms 2016</p>	<p>On- going</p>	<p>Supply costs for TAs &amp; JM</p>	<p>Pupil Voice</p> <p>Staff Questionnaires</p> <p>Governors' Teaching &amp; Learning</p>	

<p>Our community in Skipton:</p> <ul style="list-style-type: none"> <li>Developing local links to enhance our curriculum.</li> <li>Embracing local initiatives: Magna Carta British Legion Leaders in Museum Holy Trinity Singing for the Brain</li> </ul>	<p>All Staff Led by different Subject Leaders</p>	<p>Spring 2016</p>	<p>On going</p>	<p>Costs for resources for different projects</p>	<p>Pupil Voice Questionnaires</p>	
<p>Our School in Craven:</p> <ul style="list-style-type: none"> <li>Further development of the Castle alliance: Working with NYCC for further funding to secure the long term future of the Castle alliance.</li> <li>School to School support: Leading Castle Networks – SEN, Assessment, ICT. WS staff mentoring and supporting other schools – sharing good practice.</li> <li>New Assessment Group</li> <li>White Rose Maths Hub</li> </ul>	<p>SA Castle Strategic Board</p> <p>SA</p> <p>JM</p>	<p>Autumn Term</p> <p>Spring Term 2016</p>	<p>Summer Term 2016</p> <p>On-going</p>	<p>Costs met by Castle or School to School Support</p> <p>Supply Costs</p>	<p>Castle Schools' Feedback Feedback from CPD</p> <p>Impact from schools in support</p> <p>Impact on results Staff Confidence</p>	
<p>Our School in the Wider Context;</p> <ul style="list-style-type: none"> <li>Investigate the need for academy</li> <li>New School site</li> <li>Nepal</li> <li>French link School</li> </ul>	<p>SLT Governors</p> <p>All Staff</p>	<p>Autumn Term 2015</p>	<p>Summer Term 2106</p>	<p>As needed</p>	<p>School link school set up.</p>	

International links <ul style="list-style-type: none"> <li>Olympics 2016</li> </ul>	Helen I		On going			
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### 1. Impact on the learners

- Improved results from schools in support
- Sustainable finances for Castle Alliance leading to improved staff CPD confidence leading to improved results for pupils
- New School link set up for Nepal & France
- Stronger staff teams
- Improved links with the local community
- Growth Mindsets leading to improved pupils results, confidence and resilience

## 7. ACTION PLAN FOR COMPUTING / ICT

**PRIORITY FOR IMPROVEMENT:**

**COMPUTING/ICT**

**LINK GOVERNOR NICK SWAIN**

- **To embed the new curriculum for Computing throughout the school**
- **Induction of new Computing subject leader**
- **Use new Computing equipment effectively in the classroom**
- **DB Primary is used consistently and has an impact on learning both at home and in school (parental involvement)**
- **Investigate the need for new hardware – staff laptops/projectors/smartboards**

Success Criteria:

- All staff become confident delivering the new Computing curriculum for their year group
- New computing subject leader to develop expertise in: long term planning/recent developments/changes to/and assessment strategies in Computing in relation to the New Curriculum.
- iPads used confidently by staff to assess and record in the classroom
- Otrack used effectively throughout school
- Staff feel confident using DB Primary and use it effectively to upload planning, set homework and learning tasks to the children, and give rewards to their class
- Resources are audited and staff to report any requirements for new equipment



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>Computing Scheme of work</li> <li>Subject Leader Audit</li> <li>DB Primary training</li> </ul>	<ul style="list-style-type: none"> <li>SL to attend CASTLE ICT Network</li> <li>Class Track</li> </ul>	<ul style="list-style-type: none"> <li>ICT Monitoring</li> <li>Digital Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Ipad training</li> <li>Audit of hardware</li> </ul>		

Actions to address the priority	Persons responsible	Start date	Finish date	Resources and costs	Monitoring Person and Method	Notes on Progress
<b>To embed the new curriculum for Computing throughout the school</b> <ul style="list-style-type: none"> <li>Staff to use recommended scheme of work for long and medium term planning in computing</li> <li>Subject leader to audit staff training needs and any areas of development</li> <li>Staff to attend training if needed</li> <li>Subject leader to monitor the teaching of Computing across the whole school as part of the subject leaders monitoring cycle</li> </ul>	NB/All staff	Autumn 2015	Ongoing		NB to monitor staff planning uploaded on to DB Primary and feedback to SMT	Audit has been issued to staff Nov 2015.
	NB	Autumn 2015			NB to issue audit to all teaching staff	
	NB	Spring 2016	Summer 2016	Supply cover for Y2 to enable NB to be out of class	NB to undertake monitoring of lessons, pupil voice and a learning walk.	
<b>Induction of new Computing subject leader</b> <ul style="list-style-type: none"> <li>Subject leader to complete online training for school learning platform DB Primary.</li> <li>Subject leader to attend termly Castle network meetings</li> </ul>	NB					

<p><b>Use new Computing equipment effectively in the classroom</b></p> <ul style="list-style-type: none"> <li>• Subject leader to arrange training for how to use iPads effectively in the classroom.</li> </ul> <ul style="list-style-type: none"> <li>• Subject leader to investigate the impact of using iPads and tablets in the classroom.</li> </ul> <ul style="list-style-type: none"> <li>• Staff use OTrack on class iPad as an assessment and tracking tool</li> </ul> <p><b>DB Primary is used consistently and has an impact on learning both at home and in school (parental involvement)</b></p> <ul style="list-style-type: none"> <li>• Subject leader to audit DB Primary</li> </ul>	NB	Autumn 2015 Autumn 2015	Summer 2016			<p>NB completed DB Primary online training in September 2015.</p> <p>NB to attend first network meeting on 19/11/15</p>
	NB	Spring 2016		Jon Farley (Computing adviser) to come to school to work with NB for ½ day and then conduct a staff meeting training session for all teaching staff		
	NB	Autumn 2015	Summer 2016		NB to attend a demonstration meeting about "Learnpads" @ Embsay Primary School in November.	NB to liaise with JF at network meeting on 19/11/15
	All staff	Ongoing			To be monitored by SA/JM	

<p>training needs</p> <ul style="list-style-type: none"> <li>• Subject leader to provide support with the uploading of planning</li> <li>• Subject leader to lead a staff meeting ensuring staff are up to date with how to get the most out of DB Primary</li> <li>• Subject leader to recruit for and run a 'Digital leaders' club to assist staff and children with any difficulties which might arise</li> <li>• Subject leader to run a DB Primary lunch-time club to enable children who do not have access to a computer at home to use the learning platform in school.</li> </ul>	<p>NB</p> <p>NB</p> <p>NB</p> <p>NB</p>	<p>Autumn 2015</p> <p>Autumn 2015</p> <p>Spring 2015</p>				<p>All staff attended an initial training meeting regarding OTrack in Autumn 2015</p>
<p><b>Investigate the need for new hardware – staff laptops/projectors/smartboards</b></p> <ul style="list-style-type: none"> <li>• Subject leader to audit staff needs throughout school and liaise with SMT and SBM to find the most cost effective way to make any replacements</li> </ul>	<p>NB</p> <p>NB/SA/SO</p>	<p>Spring 2015</p> <p>Spring 2015</p>				<p>A lunch time drop in session for advice on how to upload planning, was organized by NB in Autumn 2015</p>

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**1. Impact on the learners**

- Better coverage with new computing curriculum
- Digital Leaders to work with other groups of children to enhance ICT learning
- New hardware to allow more advanced /up to date training to further enhance learning

9. ACTION PLAN FOR ARTSMARK

PRIORITY FOR IMPROVEMENT: Arts Mark Renewal

LINK GOVERNOR: SUE JACKSON

Success Criteria: Successful bid to maintain Artsmark Gold award. (platinum ?? depends on gaps in provision and outcome of Dec training).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• Sign Up to Arts Mark Renewal</li> <li>• Assign Lead Governor for Arts Mark</li> </ul>	<ul style="list-style-type: none"> <li>• Use Arts Mark Renewal Audit Tool</li> <li>• Attend Arts Mark Development Day in Bradford</li> <li>• Compile Arts Mark Bid</li> <li>• Review Creative Curriculum Offer</li> </ul>		<ul style="list-style-type: none"> <li>• Arts Mark Visit</li> </ul>		
<ul style="list-style-type: none"> <li>• Monitor and evaluate arts and cultural events</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Questionnaires to assess resourcing and training needs</li> </ul>	<ul style="list-style-type: none"> <li>• Set up Castle Arts network</li> <li>• Prepare case studies for Arts Mark Review Day</li> <li>• KS 2Pupils to plan theme week</li> </ul>	<ul style="list-style-type: none"> <li>• Offer learning opportunities in alternative arts</li> </ul>		

Actions to address the priority	Persons responsible	Start date	Finish date	Resources and costs	Monitoring Person and Method	Notes on Progress
<u>Bid Preparation</u>						
Use the Artsmark Self-Assessment tool to assess our current 'best-fit'.	SA/AM/KR	Nov 2015	Dec 2015	None	SA/AM/KR	
Attend the Artsmark Development Day in Bradford.	SA/AM/KR	2.12.15		Free (As part of registration for Artsmark)	SA/AM/KR	
Compile Artsmark Bid	SA/AM/KR				SA/AM/KR	
Plan for Artsmark visit in <b>Spring</b> 2016	SA/AM/KR				SA/AM/KR	
<u>Leadership</u>						
Senior Leader derives and develops arts and cultural provision across all phases.	SA			None		
Assign a lead governor to take	SA/			None?		

responsibility for monitoring the arts						
<p><u>Curriculum Design</u></p> <p>Review our Creative Curriculum offer (Music, Art, DT, Dance, Drama and Creative Writing) into other subject areas through evaluating cross-curricular planning and through sharing ideas and good practice.</p> <p>Plan, <b>monitor and evaluate</b> cultural visits throughout the school. (Including performance opportunities, see live performance and create and evaluate art works in a range of media).</p> <p>Offer learning opportunities in more alternative arts (digital installations, videography, public art)</p> <p>Support other schools with curriculum design.</p>	<p>AM/KR Lead review? All Staff  All Staff</p> <p>AM/KR Lead All Staff</p>	<p>Nov</p> <p>Ongoing</p> <p>Spring Term</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Summer Term</p> <p>Summer</p>	<p>None</p> <p>None</p>	<p>Monitoring of lessons, scrutiny of planning, discussions with pupils</p> <p>Ensure good variety of opportunities. <b>A proforma for monitoring/evaluation?</b></p>	

		Spring Term	Term			
<p><u>CPD</u></p> <p>Staff questionnaires to assess training and resource priorities and identify any gaps in provision.</p>	AM/KR	Nov 15	Dec 15		AM/KR Discussion at staff meeting.	
<p>Staff speak to colleagues when visiting other schools and on courses to discover more about what the locality can offer in terms of Artist and Arts organizations.</p>	All staff	Ongoing	Ongoing	As needed	Governor Teaching & Learning Committee	
<p>Artists/professionals to work with staff to develop skills.</p> <p>Collaborate on the development of teaching resources. (currently GOLD)</p>	All Staff	Spring Term	Summer Term		Pupil & Staff Questionnaires to assess impact	
<p>Offer CPD opportunities to other schools/share resources.</p> <p>Key staff support and develop CPD beyond</p>	All Staff	Spring	Spring Term		Feedback from other schools	



the school, produce case studies.		Term				
<p><u>Pupil engagement</u></p> <p>UKS2 to be given the opportunity for input into the planning cultural experiences. (choosing visiting artists, live performances, exhibitions, skills sharing workshop). Pupils accompany teachers to deliver external CPD</p> <p>Case studies show impact on outcomes and progression of skills in a wide range of arts and culture.</p>	<p>JMac, CL Liaise with AM/KR</p> <p>AM/KR</p>	<p>Spring Term</p> <p>Spring term</p>	<p>Spring Term</p> <p>Summer Term</p>	<p>As Needed</p> <p>As Needed</p>	<p>SLT</p> <p>Arts Mark Validation</p>	
<p><u>Range of offer</u></p> <p>Widen our range of offer in include art of national significance? (Hockney, London trip, YSP?). (film club? Public outdoor art? Dance events)</p>	AM / KR	Summer Term	Autumn Term 2016	As Needed	SLT	

<p><u>Partnerships</u> Work in partnership on a larger scale, take a leadership role.</p>	AR/KR/SA	Spring Term	Summer Term	CASTLE Budget	CASTLE Board	
<p><u>Equality and diversity</u> Demonstrate the impact of arts on our Equality action plan.</p> <p>Share good practice with others.</p> <p>Lead governor takes responsibility for social, moral, spiritual and cultural learning.</p>	SA	Autumn Term	Autumn Term	None	Teaching & Learning committee	
<p><u>Values and Ethos</u> Activity promote the arts as a genuine career choice.</p> <p>Have an awareness of Arts Award.</p>	SA/AN/KR	On going	On going	None	SLT	

### 1. Impact on the learners

Pupils confidence will grow.

Pupils will have access to a wider range of extra-curricular provision in the Arts.

Evidence of improved motivation to engage in lessons across the curriculum.

## 11. PREMISES & CAPITAL PLAN

**PRIORITY FOR IMPROVEMENT:**

**LINK GOVERNOR: NICK SWAIN**

- Further investigate possibilities for Yr 2 Coat Area
- Window ventilation for Yr 4 & Yr 5
- Renew Staff Laptops

Success Criteria:

- Staff laptops that work and are able to use latest technology/software
- Cooler classrooms for Yr 4 & Yr 5
- Yr 2 own coat area and toilets

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• NYCC to conduct site visit for feasibility of Yr 2 project</li> </ul>	<ul style="list-style-type: none"> <li>• Make bid to NYCC Capital Programme – if allowed to after site visit.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate other options for funding for Yr 2 Project.</li> <li>• Obtain quotes for Yr 4 &amp; Yr 5</li> <li>• Apply for funding for windows from NYCC</li> <li>• Audit for staff laptops</li> </ul>	<ul style="list-style-type: none"> <li>• Windows work to be completed during Easter Holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of interactive whiteboard conditions</li> <li>• Funding for new whiteboards</li> </ul>	

Actions to address the priority	Persons responsible	Start date	Finish date	Resources and costs	Monitoring Person and Method	Notes on Progress
<p><b>Further Investigate the possibility of new Yr 2 Coat Area –to include toilets and wet area:</b></p> <ul style="list-style-type: none"> <li>• Ask NYCC to conduct a site visit to ask for agreement in principle for the extension.</li> <li>• Project to be added to the bid list for 2015/16 school’s capital allocation.</li> <li>• If allowed – to place bid for capital programme</li> <li>• Investigate other options for funding for this project – NYCC may agree with match funding or local options</li> </ul>	<p>SA SO</p> <p>SA NYCC Officers</p> <p>SA SO Governors’ Resources Committee</p>	<p>Autumn Term</p> <p>Autumn Term</p> <p>Spring Term</p>	<p>Autumn Term</p> <p>Autumn Term – if allowed</p> <p>Summer Term</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p>	<p>Resources Committee</p> <p>Resources Committee</p> <p>Resources Committee</p>	

<p><b>Yr 4 &amp; Yr 5 Window Ventilation:</b></p> <ul style="list-style-type: none"> <li>• New opening windows needed for these classrooms to aid ventilation during warm weather</li> <li>• Obtain quotes for local window companies</li> <li>• Ask for funding from NYCC – Paula Maclean</li> <li>• Ask for site visit from Jacob s – if NYCC agree to pay!</li> <li>• If funding agreed work to be undertaken during Easter holidays</li> </ul>	<p>SA SO</p> <p>SO</p> <p>SA SO</p> <p>SO</p>	<p>Spring Term</p> <p>Spring Term</p> <p>Spring Term</p>	<p>Summer Term</p> <p>Summer Term</p> <p>Summer Term</p>	<p>Dependent on quotes from NYCC</p>	<p>Governor’ Resources Committee</p> <p>NYCC</p>	
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<p><b>ICT/Computing Hardware:</b></p> <ul style="list-style-type: none"> <li>Staff Laptops – new ones needed</li> </ul> <p>Apply for funding from Skipton Mechanics for this.</p> <p>ICT Subject Leader to compile audit of need for new laptops.</p> <p>ICT technician to research best options for laptops needed in relation to specification and cost!</p> <ul style="list-style-type: none"> <li>Audit of whiteboard provision</li> </ul> <p>Technician to research for whiteboard replacement options</p> <p>Funding streams for new whiteboards</p>	<p>NB</p> <p>SA SO</p> <p>NB</p> <p>Richard F Technician</p> <p>NB SA</p> <p>SA</p>	<p>Spring Term 2016</p> <p>Spring Term 2016</p> <p>Spring Term 2016</p> <p>Autumn Term 2015</p> <p>Summer Term 2016</p> <p>Summer Term 2016</p>	<p>Spring Term</p> <p>Spring Term</p> <p>Spring Term</p> <p>Spring Term</p> <p>Autumn Term 2016</p>	<p>Dependent on funding applications being successful</p>	<p>Governors' Resources Committee</p> <p>Teaching &amp; Learning Committee</p>	
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### **1. Impact on the learners**

- More interactive lessons because of new staff laptops!!
- Improved emergency evacuation from Yr 2 Classroom
- Safer end of the day routines for Yr 2 with new entrance/ coat area
- Improved conditions for Yr 4 & Yr 5 in classrooms with better ventilation
- Interactive lessons using new whiteboards – if funding found

	<b>September 2015</b>	<b>October 2015</b>	<b>November 2015</b>	<b>December 2015</b>	<b>January 2016</b>	<b>February 2016</b>	<b>March 2016</b>	<b>April 2016</b>	<b>May 2016</b>	<b>June 2016</b>	<b>July 2016</b>
<b>Assessment</b>	Establish New Assessment System Finalise work with O Track	Castle Alliance Assessment Network Subject leaders Class Track Statements	Finalise Class Track Statements  Assessment Information on WS Website	Purchase new end of term tests	Organise Group Moderation Meetings for 7 Scale Group	Castle Alliance Assessment Network		Castle Alliance Assessment Network Meeting		Castle Alliance Assessment Network Meeting	
<b>Embedding New Maths Curriculum</b>		JM to attend Harts Maths Mastery CPD Maths Subject Leaders Network	JM to attend Castle Maths Mastery CPD  Maths Statements for Class Track	Maths Mastery Staff Meeting	Using mastery resources in classrooms	Connection Model being used successfully  Maths Monitoring	New end of term tests  Update Calculation Policy		Bar Modelling		
<b>P.S.H.E</b>	Research new citizenship, SRE & British Values document	Review current practice	Finalise list of 30 things to do before leaving Water Street		Update school documentation, PSHE Scheme Start recording 30 things...	PSHE Monitoring	New long term term, medium term plans for staff			New PSHE Policy	
<b>Arts</b>	Sign Up for Arts Mark Renewal		Start to build up evidence banks	Arts Mark Day - Bradford	Set Up CASTLE Arts Network	Staff Questionnaires	Theme Week			Arts Mark Visit	
<b>Community</b>	Classroom ethos Expectations	Developing local links Academy Event	Fund Raising for Nepal	Class links within school	School 2 School Support	Growth Mindsets		French School link	USA link		
<b>Premises</b>		NYCC Site visit for Yr 2 Coat Area	Bid for Capital programme - NYCC	Apply for grant for new laptops	Obtain window quotes for Yr 4 & Yr 5		Window work!! Yrs 4 & 5	Apply for funding for new whiteboards			



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## Glossary

<b>AM</b>	Ashleigh Munslow (Year 1 Teacher and Art Subject Leader)
<b>APP</b>	Assessing Pupil Progress
<b>CASTLE</b>	Craven Area Schools Teaching and Learning Alliance
<b>CL</b>	Cathie Longman (Year 5 Teacher and Special Educational Needs Co-ordinator)
<b>CR</b>	Claire Roberts (Reception Teacher and English Subject Leader)
<b>DHT</b>	Deputy Head Teacher – Jenny Macnab
<b>GB</b>	Governing Body
<b>HART</b>	Harrogate and Rural Teaching School Alliance
<b>HT</b>	Head Teacher – Stuart Anslow
<b>JM</b>	Jenny Macnab (Deputy Headteacher, Year 6 Teacher and Maths Subject Leader, Music Subject Leader)
<b>KB</b>	Kathryn Bownass (Year 4 Teacher and History/Geography Subject Leader – shared with Laura Bowler)
<b>KR</b>	Kirsty Rimmington (Year 2 Teacher, Music Subject Leader)
<b>KS 1</b>	Key Stage 1 (Reception, Year 1 and Year 2)

<b>KS 2</b>	Key Stage 2 (Years 3, 4, 5 and 6)
<b>LB</b>	Laura Bowler (Year 3 Teacher and History/Geography Subject Leader – shared with Kathryn Bownass)
<b>MT</b>	Medium Term Planning
<b>NB</b>	Natalie Barrett (Year 2 Teacher and Computing Subject Leader)
<b>NS</b>	Nicky Smith (Year 4 Teacher and PE Subject Leader, PSHE Subject Leader)
<b>NYCC</b>	North Yorkshire County Council
<b>PSHE</b>	Personal Social Health Education
<b>PTA</b>	Parent Teachers Association
<b>SA</b>	Stuart Anslow (Headteacher Assessment Co-ordinator, Off Site Visits Co-ordinator, Science Subject Leader, Health and Safety)
<b>SDP</b>	School Development Plan (sometimes called a School Improvement Plan)
<b>SLT</b>	School Leadership Team (sometimes called SMT – School Management Team)
<b>SMSC</b>	Spiritual Moral Social Community
<b>SO</b>	Susan Overson (School Business Manager and Clerk to Governors)
<b>TA</b>	Teaching Assistant