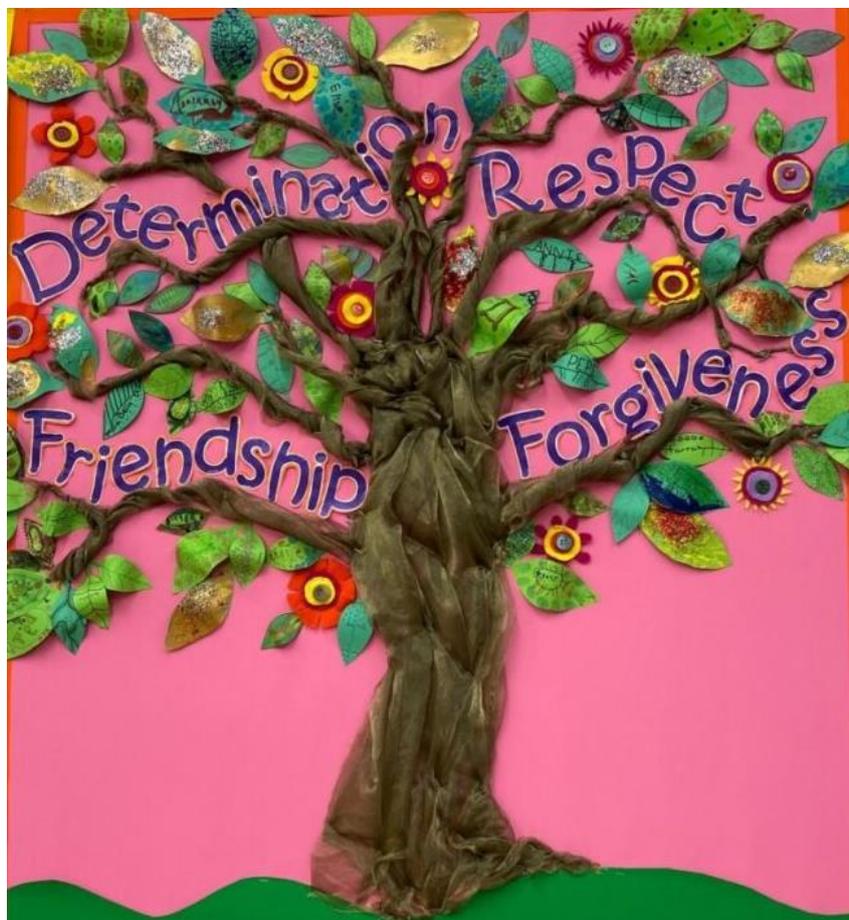


Crayke Church of England Primary School



Strategic Plan 2021 - 2024

Foreword

We are pleased to present our long-term strategic plan for Crayke Church of England Primary School. Our intention in developing the plan is to set out and communicate our vision, ethos and long-term direction for the school, so that we are all clear on where we are going and what we are trying to achieve.

We are proud of the school's achievements and values and look forward to continuing with the excellent progress made in recent years to ensure that Crayke remains an outstanding school. We always welcome comments or suggestions.

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1. Plan Development and Review

1.1 What and who?

The strategic plan is an ongoing three-year long-term plan of strategic intent. It sets out the school's vision, values and long-term strategic priorities. It is aimed at the key stakeholders in the school – children and their parents, staff, governors and other stakeholders.

The strategic plan is complemented by the School Improvement Plan (SIP) which is a shorter term operational plan written annually and reviewed termly. The SIP is developed by the staff team and sets out in operational terms how the long-term strategy of the school is to be achieved. The key priorities in the SIP are linked to the strategic priorities outlined in the strategic plan (section 4)

1.2 How we developed the plan

The plan was developed through discussion with staff, governors, parents and pupils. It is informed by the school self-evaluation and incorporates the school's response to the recommendations made in its last Ofsted inspection report.

1.3 Review of the plan

The plan will be reviewed annually by the Governing Body whilst maintaining a long-term perspective over three years.

2. School Context and Development

2.1 Brief description of context

Crayke Primary School is a Voluntary Controlled Church of England School. Crayke is a smaller than average-sized primary school. There are four mixed age classes. The proportion of children who have special educational needs and/or disabilities is below the national average. The proportion of pupils who have an education, health and care plan is also below that of other schools nationally.

The age range is from 4 to 11 years with a cohort entry of 15 pupils and a school roll of approximately 100 pupils. We currently do not offer either a nursery or wrap around school provision.

The majority of pupils are White British and others come from a range of different ethnic backgrounds. A very small minority of pupils speak English as an additional language. A below average proportion is known to be eligible for pupil premium.

2.2 Community

Some of our pupils live in the village of Crayke. Others live in the surrounding villages within our catchment area (Brandsby, Yearsley and Stearsby). We have

increasing numbers of pupils attending Crayke from other areas in the surrounding locality including Alne, Hushwaite, Coxwold and Easingwold.

As a school we maintain good relationships with the wide range of feeder settings into Reception. Our children leave Year 6 to attend a variety of Secondary schools – predominantly Easingwold Outwood Academy and Ryedale.

We are part of the Easingwold cluster of schools which comprises eight local primaries, the majority of which are also small, rural Church of England settings. We have established links with St Cuthbert’s Church in the village of Crayke and we are part of the Diocese of York.

2.3 History and premises

There has been a school within the village since the mid-1800s; formerly sited on Westway, before being relocated to its current site in the 1970s. There are four classrooms and extensive outdoor grounds including two playgrounds and a large playing field. The Reception class has its own designated outdoor area and Year 1/2 also has access to an outdoor decked area. There is limited space within school for small group intervention.

2.4 Ofsted rating

The school was last inspected in October 2012.

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Following the inspection Ofsted noted that to improve, the school needed to:

- Extend the practical and active approaches to learning to include teaching mathematics through investigation and problem-solving from an early age.

Since the last inspection there has been a complete turnover of staff at all levels with the exception of one Teaching Assistant. The current Headteacher took up appointment in January 2020.

3. Vision, Biblical Reference and Values

3.1 Vision

Our school places its Christian values at its heart.

“Follow your pathway and we grow together with confidence.”

As a **happy and caring school family**, which **respects everyone as an individual**, our vision is to grow **compassionate, confident and resilient learners** who fulfil their unique potential and **become the best version of themselves** to thrive in an ever-changing world.

3.2 Biblical Reference

You did not choose me, I chose you that you might **go and bear fruit, fruit that will last** so that whatever you ask in my name the Father will give you.

John 15:16

3.3 Values

Respect – Our school is a community which values and respects each member equally. We pay attention to each other’s ideas, feelings and possessions and take care of our school environment.

We are active listeners who look after our belongings and each other.

Friendship – Everyone needs friends. We encourage children to extend their friendship to all school members, showing support, generosity and love to each other. *We include everyone, using kind words and actions.*

Forgiveness – Forgiveness is at the heart of the Christian faith and we acknowledge that every member of the school community needs a fresh start from time to time. We aim to wipe the slate clean each day and not to hold grudges.

We are honest and we learn from our mistakes.

Determination – We know that life and learning are sometimes difficult and painful and that it is important to have courage and not give up. We are committed to the achievements of our community and of ourselves for the benefit of us all. We are inspired by God’s endless love and forgiveness for us, so that as members of Crayke School we promise to try our best in everything we do.

We try our best, aiming high without giving up.

4. Strategic Priorities

4.1 Quality of Education

- Build, maintain and embed a unique curriculum which is exciting, ambitious, highly engaging, distinctive, coherent, sequenced and accessible to all.
- Provide high quality teaching, learning and assessment for children of all ages and abilities, including the digital strategies used in remote learning.
- Ensure all pupils recover lost learning so that achievement and progress are consistently well above national averages within each year group.

4.2 Behaviour and Attitudes

- Behaviour is exemplary based on the school's Christian values of friendship, determination, respect and forgiveness.
- Pupils develop the attitudes and skills to approach their learning with confidence, resilience and independence.
- Each person is instrumental in creating a positive school environment where the wellbeing of everyone is supported so there is success for all.

4.3 Personal Development

- Develop positive attitudes to equal opportunities and respect for diversity and fundamental British values.
- Safeguard pupil and staff physical and mental health and wellbeing, enhancing healthy lifestyles in relation to physical activity and nutrition.
- Continue to be outward facing, seeking and fostering positive and collaborative relationships between the school body and parents, volunteers, church, immediate locality and wider community to enhance and enrich curriculum experiences and opportunities.

4.4 Leadership and Management

- Extend and deepen subject and pedagogical leadership in all curriculum areas.
- Fully embed the link governor subject monitoring scheme and ensure succession planning within the governance team.
- Provide a motivating environment to sustain and enhance the excellent staff, providing opportunities for development at all levels.

5. Implementation, Monitoring and Evaluation

5.1 Implementation of the plan

The strategic plan sets out four strategic priorities and gives long-term direction for implementation.

The School Improvement Plan (SIP) developed by the staff team describes how this strategy is to be implemented in the short to medium term.

5.2 Monitoring

The development and implementation of the school improvement plan is reviewed termly by the Full Governing Body. The Governing Body will use an extensive range of monitoring tools to gather evidence on the impact of the plan. These include headteacher and staff reports, internal and external pupil performance data, SEND and subject link governor classroom visits and reports, pupil/parent/staff

comments, school self-evaluation, LA and Diocesan link adviser reports, financial monitoring statements and inspection reports.

5.3 Evaluation

The Governing Body will use Ofsted inspections as a key evaluation tool. The Governing Body will use this evidence to review the SIP termly and the Strategic Plan annually. The plan will be amended according to need and circumstances.

6. Visual Representation

