



# South Gosforth First School

*'Roots to grow and wings to fly'*

## South Gosforth First School

### School Development Plan 2021-2022

#### South Gosforth First School Development Plan Priorities:

The following priorities have been devised and agreed by the staff and governors of South Gosforth First School. They take into account the school's COVID-19 recovery plan, school's self-evaluation, data analysis, current educational priorities and the beliefs and opinions of pupils, staff, senior leaders, parents and carers.

#### Priorities:

Priority 1 – To prioritise the mental health and wellbeing of our pupils, staff and families in order to strengthen our sense of school community and ensure that our children are well equipped to develop academically, socially and emotionally.

Priority 2 – To continue to develop and embed our broad and balanced curriculum offer, with a focus on providing challenge for all pupils.

Priority 3 – To implement plans to introduce a new school nursery in September 2022 and redevelop the school building and environment.

Priority 4 – To integrate meaningful 'Cultural Capital' and creative opportunities which lie at the heart of our curriculum and enhance learning experiences for pupils.



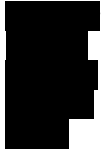


**Priority 1: To prioritise the mental health and wellbeing of our pupils, staff and families in order to strengthen our sense of school community and ensure that our children are well equipped to develop academically, socially and emotionally.**

Strand	Action	Who	When	Cost	Impact / Success Criteria	Review & Impact
1.1	<p><b>To become a fully accredited Nurture School through the development of nurture groups which will be accessed by identified children from across school.</b></p> <p>To become a fully accredited Nurture School lead professionals will need to access the National Nurturing Schools Programme UK accredited training to understand and embed 'The Six 6 Principles of Nurture' into our setting.</p> <ol style="list-style-type: none"> <li>Children's learning is understood developmentally.</li> <li>The classroom offers a safe base.</li> <li>The importance of nurture for the development of wellbeing.</li> <li>Language is a vital means of communication.</li> <li>All behaviour is communication.</li> <li>The importance of transition in children's lives.</li> </ol> <p>Individuals running the Nurture Groups will require training to support their roles, this will require alongside the Lead Professionals and accessing webinars.</p> <p>In order to run the nurture groups a dedicated space will need to be created. This will initially be in the Year 3 Wet Area.</p>	<p>Jo Fields and Jill Whitehouse complete National Nurturing Schools Programme</p> <p>Staff running nurture groups.</p> <p>SLT and staff involved in nurture groups.</p>	<p>Up to 18 months to complete training.</p> <p>This includes 3 group sessions of 3 hours each and 1:1 consultancy work.</p> <p>Ongoing.</p> <p>Initial set-up for September 2021, with changes to provision as required and following consultancy work.</p>	<p>████</p> <p>████████████████████</p>	<p><b>Nurture groups in school address the social, emotional and learning needs of individual pupils by providing the necessary help to remove barriers to learning.</b></p> <p>Pupils will be immersed in an accepting and warm environment that helps replace missing/distorted early nurturing experiences and helps them to develop positive relationships with both teachers and peers. Through the emphasis on emotional literacy, language development and communication they will be supported to develop their social and emotional skills. This will be evidenced through the Boxall Profile assessments which will track progress.</p>	

1.2	<p><b>To have a robust assessment system for social emotional mental health (SEMH) to support early identification of children with difficulties and indicate strategies to support the needs of the child.</b></p> <p>The Boxall Profile will be used to support assessment and early identification of those children who would benefit from nurture provision. The Boxall Profile is recommended by DfE (Department for Education) as a tool to be used by schools to the social emotional mental health (SEMH) and wellbeing of children and will allow for the impact of the nurture provision to be measured. Individuals using Boxall Profile Online will need to be trained to use the assessment diagnostically and then know how to create learning plans if required to support the child.</p> <p>Reach2Teach Assessment for Inclusion Tool (AFIT) to be introduced as an evidence-based assessment tool to help identify what learning and relational needs may underlie a pupil's challenging behaviour or performance. This tool will also provide strategies to enable a pupil to settle to learn using an attachment aware and trauma informed approach.</p>	<p>5 members of staff (Janet Ramsay, Jill Stone, Kate Overton, Aminah Anwar and Alison Topel) to access 'Basic Boxall Profile Online Competencies' training</p> <p>All staff supporting children who are PP+ and may have experience developmental trauma or have attachment needs.</p>	<p>Online course takes 2-3hours to complete.</p> <p>Ongoing.</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p><b>There is early identification and intervention to support children in school experiencing SEMH difficulties.</b></p> <p>Through the use of Boxall Profile and AFIT pupils with SEMH needs are identified and appropriate strategies put in place to support them both in school and at home. This should lead to a reduction in distressed behaviour and a development of social and emotional skills allow the child to ultimately engage better in learning.</p>	
1.3	<p><b>To achieve the 'Wellbeing Award for Schools' with Optimus Education.</b></p> <p>This award focuses on changing the long-term culture of the whole school. Using an evidence-based framework to drive change, it will support staff and pupil wellbeing through a review of staff training, and revision of relevant policies. There will be work with the whole-school community to support emotional</p>	<p>Jill Whitehouse to lead award with support from the 'Change Team'. This will include members of staff as well as parental</p>	<p>Initial audit Summer 2021.</p> <p>Approximately 12-15months</p>	<p>[REDACTED]</p>	<p><b>By gaining the award it will ensure that mental health and wellbeing sit at the heart of all decisions in school.</b></p> <p>There is a commitment by all stakeholders to a clear strategy that promotes and protects emotional wellbeing and mental health. Through this emotional wellbeing</p>	

	wellbeing and mental health and ensure systems and training are in place to protect these and offer appropriate support where required.	engagement and a pupil change team.  Whole school community involvement in audit and sharing of action plan.	to complete award.  Ongoing.		and mental health is regarded as the responsibility of all.	
1.4	<b>To improve communication and dialogue in Phase Teams.</b>  Current briefings and briefing sheets to be replaced by a weekly Key Stage meeting to improve communication and discuss relevant issues for that Key Stage. These will include teachers and teaching assistants. They will provide an opportunity to collaborate more effectively on joint school events and share resources and knowledge. Through the creation of these teams there should also be the opportunity to 'check-in' and to have an open dialogue to ensure any issues can be quickly resolved or support mechanisms put in place to support workload and wellbeing.	All staff led by Key Stage Leaders (Catherine Burnett – EYFS, Amanda Logan – KS1, Jill Whitehouse – KS2)	Weekly.	■	<b>Regulation communication and an open dialogue leads to staff feeling more supported in their roles.</b>  Weekly Key Stage Meetings with all staff mean that everyone knows in advance about upcoming events and there is an opportunity to discuss issues as they arise support staff wellbeing and improving outcomes for pupils.	
1.5	<b>To hold a Wellbeing Fair in Spring / Summer Term 2021 to increase emotional wellbeing and mental health of the whole school community.</b>  A Wellbeing Fair held in school will be an educational and interactive event designed to bring together a number of external agencies and charities which can support emotional wellbeing and mental health. It will be open to all members of the community to attend with a mix of specialist organisations to give support to those experiencing difficulties as well as promoting ways for everyone to increase their wellbeing.	Wellbeing Award Change Team led by Jill Whitehouse to lead on event.  Jo Fields to contact agencies providing specific support for children with SEMH difficulties.	Autumn 2021.	■■■	<b>Wellbeing Fair promotes systems and external partnerships to support different types of emotional and mental health needs.</b>  Through this information sharing event and collaborations created with outside agencies the school community have a greater knowledge of what is available to support with wellbeing and mental health and are able to signpost to appropriate support if needs are identified.	

1.6	<p><b>To re-establish the work of the PTA to reintegrate the school community.</b></p> <p>Due to COVID restrictions there has not been the opportunity for usual school events and community activities to take place for 18 months. In order to bring everyone back together the PTA will hold a number of events to allow for the community to come together in a range of fun events as well as fundraising opportunities to support the work of the school.</p>	<p>PTA Chair and Members.</p> <p>All staff to support events on a rota system.</p>	<p>Ongoing.</p>		<p><b>PTA events allow the community to come back together in a range of enjoyable events whilst raising funds for the school.</b></p> <p>The school community are able to come back together to enjoy activities together. There will be an opportunity for events for pupils (e.g. Film Night), parents/carers (e.g. Quiz) and families (e.g. Christmas Fair) to enjoy and socialise at.</p>	
1.7	<p><b>To provide placements for student Psychotherapists from the Northern Guild in school.</b></p> <p>In 2020-2021 the school gave placements to two second year Psychotherapy students from the Northern Guild to support pupils who had experienced traumatic experiences, those who were struggling with emotional regulation or children who had specific anxieties. This support was given through the use of play therapy in one hour weekly sessions held in school. In 2021-2022 we would like to continue to be able to offer this support in school for our pupils which is accessed through a referral route and overseen through supervision from the Northern Guild.</p>	<p>Rob Adams and Jo Fields to oversee Psychotherapists and support referrals and liaison with families.</p>	<p>Children access support for one hour per week in a block of sessions which are regularly reviewed.</p>		<p><b>Pupils in school can access support from a Student Psychotherapist.</b></p> <p>This specialist support offered in school provides children with the space to discuss their difficulties and the opportunity to develop strategies to overcome their barriers to learning and emotional wellbeing. Pupils are supported to succeed academically, socially, behaviourally and emotionally through the development of individual strategies to meet their needs.</p>	
1.8	<p><b>To ensure all staff are fully supported in their role through an investment in CPD and a focus on staff wellbeing.</b></p> <p>Staff working in school will be given specific CPD and coaching in order to allow them to carry out their roles to the best of their abilities. Appraisal meetings will include wellbeing targets and will be based on a supportive dialogue around career progression and individual needs rather than blanket targets. Distinct</p>	<p>SLT to oversee development of CPD and coaching opportunities with Phase Leaders and Rob Adams completing</p>	<p>Ongoing.</p>		<p><b>All staff working in school will feel supported and valued.</b></p> <p>Through the development of the role of key stage leaders and an investment in high quality CPD and coaching staff feel that there is a commitment to supporting them in their role. Subsequently, this leads</p>	

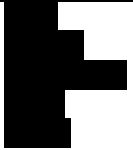
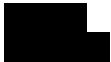

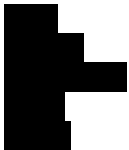
	job descriptions and a distributed leadership model will aid staff in knowing what their roles entail. There will be a clear route of support established if any issues arise so that needs can be addressed quickly and appropriate timely support given.	individual meetings with staff.  All staff involved.			to an improvement in the teaching and learning offered to pupils. Additionally staff feel better equipped in their position, aiding workload and supporting wellbeing and mental health.
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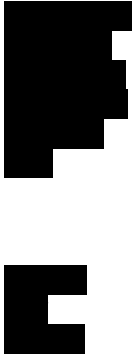

**Priority 2: To continue to develop and embed our broad and balanced curriculum offer, with a focus on providing challenge for all pupils.**




Strand	Action	Who	When	Cost	Impact / Success Criteria	Review & Impact
2.1	<p><b><u>Reception – Key Areas of Focus from Baseline Assessments (September 2021):</u></b>  <u>Writing - 56% of pupils working below expectations (including 13% working well below expectations)</u>  <u>Action 1:</u> Implement ‘Talk for Writing’ approaches for the teaching of writing, using engaging story texts which are based upon the children’s interests as a stimulus for teaching units.  <u>Action 2:</u> Staff to work alongside Eve Morton (North Tyneside Literacy Consultant) on implementing effective writing practices in EYFS provision.  <u>Action 3:</u> EYFS staff to visit outstanding settings to observe effective writing implementation within continuous provision.  <u>Action 4:</u> Regular keep up sessions for specific children based upon ‘Little Wandle’ phonics implemented to ensure that no child is left behind.  <u>Action 5:</u> Specific pupils to access writing catch up groups with school based tutor, school led tutor and academic mentors from Spring term 2022.</p> <p><u>Personal, Social and Emotional Development – Independence and Resilience has come out lower than usual (possibly due to COVID-19)</u></p>	<p>All EYFS Staff Eve Morton (North Tyneside Literacy Consultant)</p> <p>EYFS Teaching Staff EYFS Parents &amp; Carers</p>	<p>Autumn Term and ongoing</p> <p>Autumn Term and ongoing</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>	<p>All pupils across EYFS will achieve the ELG in writing by the end of the academic year (with the exception of pupils with significant SEND)</p>	

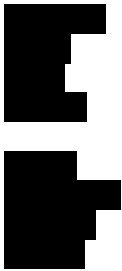


<p><u>Action 1:</u> Introduce independent register and milk and snack time daily.</p> <p><u>Action 2:</u> Send regular home learning tasks focusing on developing independence (eg, fastening coats etc)</p> <p><u>Action 3:</u> Create EYFS Action Plan (focusing on Prime Areas) detailing key milestones for the year, identifying any children falling behind alongside key actions and intervention.</p> <p><u>Physical Development – Fine Motor Skills</u> Action 1: To develop a set of progressive ‘common play behaviours’ for fine motor skills in EYFS to ensure that all children have significant opportunities to develop in this area throughout the academic year.</p> <p><b><u>Year 1, 2 3 &amp; 4 – Key Area of Focus from Summer Term Assessments (June 2021):</u></b> <u>Writing – To increase the number of children achieving age-related expectations or higher</u> <u>Action 1:</u> To implement additional ‘Talk for Writing’ approaches for the teaching of writing, using simple fiction and non-fiction texts with clear structures and focus on grammatical features. <u>Action 2:</u> Specific ‘Insight’ assessment data to be used diagnostically to inform teaching provision and to create catch up action plans. <u>Action 3:</u> To work alongside Eve Morton (North Tyneside Literacy Consultant) on implementing effective writing practices (particularly in relation to Non-Fiction writing) <u>Action 4:</u> To implement strategies from Chris Quigley ‘Writing to Learn’ staff training session and ‘Infusing Rich Vocabulary’ course. <u>Action 5:</u> Regular keep up sessions for specific children based upon ‘Little Wandle’ phonics implemented to ensure that no child is left behind (Year 1) <u>Action 6:</u> Specific pupils to access writing catch up groups with school based tutor, school-led tutor and academic mentors (inc Pupil Premium and SEND)</p>	<p>EYFS Staff</p> <p>All Staff Eve Morton (North Tyneside Literacy Consultant) Chris Quigley School Based Tutor School Led Tutor Academic Mentors</p>	<p>Autumn 2</p> <p>Autumn Term and ongoing</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>	<p>All pupils across EYFS will achieve the ELG in Personal, Social and Emotional Development (with the exception of pupils with significant SEND)</p> <p>All pupils across EYFS will achieve the ELG in Physical Development (with the exception of pupils with significant SEND)</p> <p>All pupils in Year 1, 2, 3 and 4 will achieve age-related expectations or higher in Writing (with the exception of pupils with significant SEND)</p> <p>An increased percentage of pupils will achieve the ‘Greater Depth’ measure in Writing across school</p>	
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<p><u>Action 7:</u> Specific ‘borderline’ pupils to access targeted writing booster groups to enable them to achieve ‘Greater Depth’ by the end of the academic year.</p> <p><u>Action 8:</u> Pupils given additional opportunities to apply their writing skills and writing stamina in foundation subjects across the curriculum</p> <p><u>Action 9:</u> Literacy Subject Leader to offer ongoing coaching and support in writing through monitoring of planning, workbooks and informal observations.</p> <p><b><u>Year 2 – Key Area of Focus from Summer Term</u></b></p> <p><b><u>Assessments (June 2021):</u></b></p> <p><u>Maths – To increase the number of children achieving age-related expectations or higher</u></p> <p><u>Action 1:</u> To introduce application tasks at the end of a teaching unit to enable the children to apply their understanding of mathematical concepts in real-life, practical contexts.</p> <p><u>Action 2:</u> Specific ‘Insight’ assessment data to be used diagnostically to inform teaching provision and to create catch up action plans.</p> <p><u>Action 3:</u> To use ‘Learning by Questions’ application to gather ongoing assessment data through online tasks in order to inform teaching provision.</p> <p><u>Action 4:</u> Specific pupils to access maths catch up groups with school based tutor, school-led tutor and academic mentors (inc Pupil Premium and SEND)</p> <p><u>Action 5:</u> Maths Subject Leader to receive ongoing support from Darren Kidger (Local Authority), Lyndsay Hassan and Lisa Hetherington (Maths Hub)</p> <p><u>Action 6:</u> Literacy Subject Leader to offer Y2 staff ongoing coaching and support in maths through monitoring of planning, workbooks and informal observations.</p>	<p>Year 2 Staff Darren Kidger Lisa Hetherington School Based Tutor School Led Tutor Academic Mentors</p>	<p>Autumn Term and ongoing</p>	   	<p>All pupils in Year 2 will achieve age-related expectations or higher in Maths (with the exception of pupils with significant SEND)</p>	
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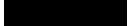



Strand	Action	Who	When	Cost	Impact / Success Criteria	Review & Impact
2.2	<p>Challenge: To evidence clear challenge across all subjects. This is to take the form of various metacognitive strategies and activities.</p> <ul style="list-style-type: none"> <li>• Maths – Metacognition flower activity/choice of challenge/ additional slides on PP for challenge.</li> <li>• History/Geography – Enquiry path approach and basic/advancing/deep questions mapped out for all topics and themes (Chris Quigley)</li> <li>• Investigation into the Enquiry path approach for other foundation subjects.</li> <li>• Challenge clearly evidenced in pupils’ workbooks</li> <li>• Challenge tasks clearly exemplified on planning powerpoints and documents.</li> <li>• Metacognition strategies training accessed through staff member at Horton Grange Primary School.</li> </ul>	Teaching staff and subject leaders	Autumn term and ongoing		<p>All pupils will have access to metacognitive tasks each lesson which provide adequate challenge and enable all pupils to make good progress.</p> <p>A larger percentage of pupils will achieve ‘Greater Depth’ attainment in Reading, Writing and Maths.</p> <p>Staff will be trained in how to use metacognitive strategies within their teaching sessions in order to provide opportunities for ‘deep’ learning and challenge</p>	
2.3	<p>Curriculum Enhancements: Covering the 4Cs as part of the integral curriculum</p> <ul style="list-style-type: none"> <li>• Focus on ‘Cultural Capital’ opportunities and how these link to our curriculum intent – ‘Character, culture, creativity and challenge’</li> <li>• Subject leaders are to clearly set out these opportunities within the curriculum and refine curriculum enhancements to ensure that they are meaningful, manageable and meet the needs of our pupils and school context – ‘Quality rather than quantity’</li> <li>• Widen the range of external cultural professionals and outside agencies who are working with school to develop these skills, enhance our curriculum, promote the arts and increase self-esteem, motivation and wellbeing.</li> </ul>	Staff year group teams Subject Leaders JW and CB – Cultural Leaders	Autumn term and ongoing		<p>Pupils will have high levels of engagement in our enhanced curriculum offer</p> <p>Improved pupil progress and attainment across the curriculum will be evident</p>	

2.4	<p>Subject Leadership Development:</p> <ul style="list-style-type: none"> <li>• Subject leaders will be provided with support and training to develop their roles alongside DHT (overall Wider Curriculum Lead) and HT</li> <li>• Support for new subject leaders (AB, SW) in place</li> <li>• Time will be allocated to each subject lead each half term to give subject leaders time to gather information about their subject, create action plans, monitor and provide appropriate support</li> <li>• Guidance around actions and needs from staff team will be established</li> <li>• Subject leader file support will be provided</li> <li>• 'Deep Dive' questions to be shared and discussed with each subject leader – Support accessed from the local authority (Darren Kidger and Ian Dawson visits x 2 – One visit in Autumn term and one in Spring term)</li> <li>• Long-term curriculum plans reviewed to ensure they are up to date, followed consistently, well-resourced and subsequent amendments made</li> <li>• Identification of any training or CPD needs linked to curriculum areas identified and accessed by staff.</li> </ul>	<p>Subject Leaders Staff Team Deputy Head Teacher Head Teacher</p>	<p>Autumn term and ongoing</p>		<p>Subject leaders will be allocated time and will have accessed adequate training and support to monitor their subjects effectively and provide effective support to staff across school leading to improved outcomes for pupils</p>	
2.5	<p>Curriculum Coverage:</p> <ul style="list-style-type: none"> <li>• Week by week termly plans to clearly display the allocation of time to all subjects and topics across a term to ensure broad and balanced coverage</li> <li>• Blocking of some subjects will allow full coverage across the term/year.</li> </ul>	<p>Teaching Staff</p>	<p>Autumn term and ongoing</p>		<p>Pupils will access a broad and balanced curriculum offer which will be evidenced in workbooks and planning documentation</p>	
2.6	<p>Planning:</p> <ul style="list-style-type: none"> <li>• Weekly planning built on long and medium-term plans to ensure full coverage.</li> <li>• Purpose, outcomes and key high-level vocabulary are clearly evident in planning and reviewed.</li> </ul>	<p>Staff Team</p>	<p>Autumn term and ongoing</p>		<p>Pupils will access a broad and balanced curriculum offer which will be evidenced in workbooks and planning documentation</p> <p>Pupils will be exposed to and use high level vocabulary in context</p>	

2.7	<p>Recovery Curriculum:</p> <ul style="list-style-type: none"> <li>Curriculum coverage reviewed and interventions or content delivered as required to fill in any learning gaps and consolidation needs of pupils</li> <li>Catch up groups identified across all classes.</li> <li>'Insight' termly data used diagnostically to inform classroom provision and catch up / intervention groups and tutoring focus.</li> <li>School-led (15 sessions) and School-based tutor (2 x days per week for the year) in place to support pupils who require additional provision and consolidation.</li> </ul>	<p>Teaching Staff School-Led Tutor School-Based Tutor Head Teacher Deputy Head Teacher</p>	<p>Autumn term (School-led tutor)  Autumn term and ongoing (School-based tutor)</p>		<p>Pupils will access appropriate catch up support to enable them to make good or better progress from their relative starting points</p>	
2.8	<p>Feedback and Marking:</p> <ul style="list-style-type: none"> <li>Feedback and Marking Policy to be amended and clearly exemplified to ensure clear expectations are established across school</li> <li>Feedback and Marking Policy to be consistently implemented and monitored through whole teaching team book looks and SLT/Subject Leader moderation sessions.</li> <li>Team teach sessions (with SLT) to model good practice and sharing sessions within key stage teams.</li> </ul>	<p>SLT Subject Leaders Teaching Staff</p>	<p>Autumn term and ongoing</p>		<p>Pupils will be actively involved and supported in lessons through live verbal feedback and conferencing which will lead to improved outcomes. This will be clearly and consistently evidenced in workbooks.</p>	
2.9	<p>Development of Creative and Innovative Teaching Approaches:</p> <ul style="list-style-type: none"> <li>Mantle of the Expert – All year groups to include this in their curriculum planning and sharing sessions will allow staff to discuss and refine practice and potential impact and assessment opportunities.</li> <li>'C-Touch' Smartboard training and sharing sessions to develop creative approaches, resources and full use of the IT available in classrooms.</li> <li>Visualisers to be purchased for all classrooms to allow clear demonstration and further creative teaching opportunities.</li> <li>Development of the recording process for creative teaching beyond exercise books. To</li> </ul>	<p>Staff Team Subject Leaders SLT</p>	<p>Ongoing  Spring Term Training  Autumn Term</p>		<p>Creative teaching approaches will lead to increased pupil engagement and improved pupil outcomes.</p>	

	develop the use of resources such as Seesaw, Tapestry, floor books, videos, photos and the use of social media (Twitter and FB).		Autumn term and ongoing			
2.10	<p>Music:</p> <ul style="list-style-type: none"> <li>Class teaching of Ukulele and Djembe drums implemented through support from the music service in order to upskill staff</li> <li>Ukuleles and djembe drums purchased</li> <li>Staff CPD from music professionals in place</li> <li>Support from other external professionals accessed (Director of Music at Newcastle Cathedral, Sage Gateshead)</li> </ul>	Teaching Staff Subject Leader	Autumn Term  Autumn Term  Spring Term	  	Music curriculum will be enhanced through staff working with professionals leading to improved staff knowledge and stronger outcomes for pupils	
2.11	<p>RE:</p> <ul style="list-style-type: none"> <li>Implement 'Discovery RE' program which is an enquiry led RE curriculum which will enhance the Newcastle syllabus</li> <li>Develop RE co-ordinator role and CPD needs.</li> <li>Purchase resources for different areas of the curriculum to support and exemplify teaching and learning</li> </ul>	Teaching Staff Subject Leader	Autumn Term	 	RE curriculum will be enhanced through the use of 'Discovery RE' program and appropriate resources which 'bring learning to life'.	
2.12	<p>Computing:</p> <ul style="list-style-type: none"> <li>Computing curriculum is refined, adapted and streamlined to incorporate fewer teaching units which will enable pupils to learn concepts for longer.</li> <li>'iLearn2' curriculum is added to with resources from Code.org and other providers to ensure that curriculum offer is high quality and meets the needs of our pupils.</li> <li>Computing subject leader to work alongside Julian Hughes (GEM Education) on computing curriculum – Once in Autumn and once in Spring</li> <li>Investment in new computer equipment – 30 x new laptops leased, as well as microbits and other coding equipment (inc EYFS)</li> </ul>	Computing Subject Leader Teaching Staff	Autumn term onwards	   	Computing curriculum will be enhanced through support from GEM Education and introduction of new resources which support teaching and learning.	

	<ul style="list-style-type: none"> <li>Julian Hughes (GEM Education) to work alongside teaching staff and pupils to demonstrate good practice in areas of computing which require the most support.</li> <li>Computing subject leader to work alongside Rob Leonard (GCMS) to ensure that curriculum is progressive in terms of what Y5+ pupils will access.</li> <li>School to access 60 Chrome Books from GCMS to be used to access google classroom and to support curriculum</li> </ul>			 		
2.13	<p>Coaching and Mentoring:</p> <ul style="list-style-type: none"> <li>One to one coaching and mentoring sessions re-introduced for the children - Timetable these sessions for once per term.</li> <li>Assess impact on wellbeing and academic progress through pupil voice sessions and data collection.</li> </ul>	Teaching Staff Support Staff Pupils	Autumn term onwards (termly)		Coaching and mentoring sessions will enable staff to discuss areas where children are doing well and areas that they need to work on, as well as establishing how this will be actioned together. This will give pupils a better understanding of what they need to do to improve (Research based approach – See John Hattie). This will lead to improved outcomes for pupils in terms of their wellbeing and academic achievement.	
2.14	<p>New Curriculum Characters:</p> <ul style="list-style-type: none"> <li>Introduce and develop the new ‘curriculum characters’ which demonstrate clearly to the children how they will be living our curriculum intent each lesson.</li> <li>Integrate the ‘curriculum characters’ into everyday lessons and assess the impact they have on the understanding the children have about learning styles.</li> <li>Introduce characters in September training day.</li> </ul>	Teaching Staff Mark Woodley	Autumn term onwards		Pupils will be able to clearly articulate what our curriculum intent is and how they live this every day in their lessons.	
2.15	<p>Wellbeing Award – Award Place (link to Priority 1)</p> <ul style="list-style-type: none"> <li>Curriculum enhancements added to within the PSHE / RSE / ‘Together Time’ curriculum and day</li> </ul>					

	<p>to day routines to promote knowledge, understanding and strategies for wellbeing and mental health.</p> <ul style="list-style-type: none"> <li>Assemblies and wider school routines to have a focus on wellbeing</li> <li>Signposting for wellbeing introduced for all stakeholders</li> </ul>	All Staff Wider Stakeholders	Autumn term onwards	██████	Wellbeing will lie at the heart of school practice and will inform all decision making.	
2.16	<p>Early Career Framework (ECF) Provision for Early Career Teachers (ECTs) and Wider Impact:</p> <ul style="list-style-type: none"> <li>Ensure that all ECTs receive full ECF provision and training with a designated mentor and access to NETSP training sessions.</li> <li>'Sacred Heart' program of support in place to ensure that legal requirements around completing first 2 years of teaching and meeting Teacher Standards are implemented.</li> </ul>	DHT ECT (Amy Bell)	Autumn term onwards	██	ECT staff are well supported with training and support needs (both teacher standards and wellbeing) and are given the appropriate skills which they need to succeed. This will be evident through the general, day to day teaching practice which they provide for the children, as well as through lesson observations, pupil workbooks and planning scrutiny.	



**Priority 3: To implement plans to introduce a new school nursery in September 2022 and redevelop the school building and environment.**

Strand	Action	Who	When	Cost	Impact / Success Criteria	Review & Impact
3.1	<p><b><u>Solidify and implement the 3-year school transformation plan</u></b></p> <p>a. Implement plans to have new SGFS Nursery ready to open in September 2022.</p>	RA SLT KV	Autumn Term and ongoing	██████ ██████	Clear transformation plan will be created which identifies key priorities for the development of EYFS and nursery, as well as the school redevelopment over the next three years with clear timescales / schedules of work,	

					contractors / architects / quantity surveyors and costings established.	
3.2	<p><b><u>Redevelopment of the school building and new nursery space</u></b></p> <p>a. Consultation process to take place with families and local private nurseries as well as other GST schools.</p> <p>b. Arrange for architects, contractors and quantity surveyors to visit school and discuss options for building re-development.</p> <p>c. Procure contractors for the work.</p> <p>d. Chosen architect and contractor to provide plans and report outlining, costs with clear timescales and schedules of work.</p> <p>e. Work to commence in January 2022.</p> <p>f. Local Authority work to the school roof to commence as soon as possible – RA and KV to work alongside Pete Trumper and Ian Redford to procure this, alongside replacement of windows.</p>	RA and KV	Autumn Term and ongoing		Scheduled work will be procured to take place in January 2022.	
3.3	<p><b><u>Development of Indoor Environment</u></b></p> <p>a. Refurbishment of classrooms - New classroom furniture, resources and carpets to be purchased (1 x Y3 classroom and 2 x Y2 classrooms)</p> <p>b. Standardised expectations in classroom spaces implemented - Consistent colours for backing, displays and</p> <p>c. Communal Corridors - Subject progression frames to be displayed in frames in corridors for Writing, Art, History, Geography, Maths, P.E and Music.</p> <p>d. Whole school initiative displays in the Dining Hall (Mantle of the Expert, School Council, Pupil Voice) created.</p> <p>e. Redevelopment of the Hall (storage of PE equipment) and displays updated.</p> <p>f. Organise storage and clear labelling of resources in communal areas, including new storage areas (old PPA room and disabled toilet).</p>	SLT and MW	Summer Term		3 x classroom will be refurbished	
			Autumn Term and ongoing		Consistent expectations will be established in all classrooms across school	
			Autumn Term		Progression frames will be created and displayed in communal areas across school	
			Autumn Term		Dining Hall will have up to date whole school initiative displays up	
			Spring Term		The hall space will be reconfigured and reorganised to house whole school resources appropriately (including 'Little Wandle' materials	

	g. New nurture space created in the KS2 wet area - 'The Nest'.		Autumn Term		Curriculum resources will be clearly stored and labelled in communal spaces across school  Key Stage 2 wet area space will be reconfigured to be a nurture space with appropriate resources and furniture	
3.4	<b><u>Development of Outdoor Environment</u></b>  a. Development of EYFS outdoor area to match children's developmental needs, incorporating progression opportunities for children in nursery and reception b. EYFS outdoor area to include loose parts, climbing opportunities, discovery sheds, suitable surfacing and appropriate storage. c. Higher green fence (8ft) to be installed around the front perimeter of the site. d. Playground development plans created with clear zones linked to 'Opal' project - to be developed following the building work (actual work completed at Phase 3 of transformation plan).	RA, KV, SLT and EYFS Team	Summer 2  Spring Term		All pupils in EYFS to have daily access to a well-resourced and stimulating outdoor environment that will promote gross motor skills, independence, imagination and develop skills across all areas of the EYFS curriculum.	




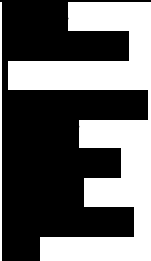


**Priority 4: To integrate meaningful 'Cultural Capital' and creative opportunities which lie at the heart of our curriculum and enhance learning experiences for pupils.**

Strand	Action	Who	When	Cost	Impact / Success Criteria	Review & Impact
4.1	Develop further opportunities to work with creative cultural partners and further build these relationships. <ul style="list-style-type: none"> <li>• 'Voices of Virtue' Gospel Choir</li> <li>• Ballet Lorient</li> <li>• Laing Art Gallery</li> <li>• Dance City</li> </ul>	SLT & teaching staff	Autumn term and ongoing		Pupils across school will have the opportunity to actively take part in projects with these organisations which will offer them new cultural experiences and help them to learn about the	



	<ul style="list-style-type: none"> <li>Northern Stage</li> <li>Newcastle Cathedral</li> <li>West End in School</li> <li>The Great North Museum</li> <li>Live Theatre</li> <li>Sage Gateshead</li> <li>Newcastle United</li> <li>Newcastle Eagles</li> <li>Seven Stories</li> <li>Amble First School</li> <li>An international school (TBC)</li> <li>Gosforth Synangogue</li> <li>Newcastle City Gurdwara</li> </ul>				world around them in a variety of creative ways.	
4.2	RA to work alongside the Newcastle Cultural Education Partnership (NCEP) and Local Cultural Education Partnerships (LCEP) in order to develop provision for the arts and culture in school and across the GST.	RA	Autumn Term and ongoing	█	This network of cultural partnerships will explore further opportunities for children to engage with arts and culture within our school and as part of the GST.	
4.3	Measure the pupil impact of projects with creative partners through pupil voice surveys, entry and exit surveys and 'The Boxall Profile' assessments.	SLT & teaching staff	Autumn Term and ongoing	█	Impact will be measured on pupil progress, attainment, engagement, enrichment and enjoyment.	
4.4	<p>Establish meaningful enhancements and links between our curriculum and creative opportunities that meet our drivers of Character, Culture, Creativity and Challenge and bring our curriculum to life.</p> <p><u>Foundation Subjects</u> – 'Topic' boxes from TAWM to be organised for key topics to ensure all year groups have access to this resource across the year.</p>	<p>Subject Leads/ teaching staff</p> <p>History subject lead</p>	Autumn Term and ongoing	█	Curriculum enhancements are engaging for children but purposeful and demonstrate clearly the key elements of our curriculum intent. They will offer our pupils new experiences, develop life skills, extend learning and make school life memorable.	
4.5	Develop our school enrichment offer. Introduce opportunities for extracurricular activities which are supported by school staff during lunchtimes or after school.	Teaching Staff	Autumn Term and ongoing	█	Lunchtime clubs and after-school clubs (eg Code:Club, Languages, Art, Drama, Debating, STEM, Eco Owls) will offer children hands on	

					experiences which will develop cultural capital. Clubs for specific groups of children will ensure that all children will have equal access to a range of cultural experiences.	
4.6	Re-establish Parent & Carer Partnerships: Create a register of parents' jobs, skills or interests and work alongside our parent community to capitalise on these skills and involve members of our school family to help develop our provision (eg, parents and carers supporting with disability awareness, arts and culture offer, PE & Sports and Playground Helpers)	SLT Office Staff	Autumn Term and ongoing		Parents and carers will have the opportunity to come into school to share their knowledge, skills and experience to develop provision for our pupils	
4.7	Develop a 'Community Cohesion' action plan which enables us to play a key role in the life of our local community: <ul style="list-style-type: none"> <li>Choose specific initiatives, causes and charities which are important, relevant and meaningful to us as a school and community which we will support as part of our community cohesion action plan.</li> <li>Create links between school and local businesses in order to create exciting learning opportunities for our children.</li> </ul>	RA SLT	Autumn Term and ongoing (2-year plan)		A 'Community Cohesion' action plan will be in place which establishes which causes and initiatives are important to us as a school and allow our pupils to play an active part in our community, develop an appreciation for cultural and community issues and develop a broader sense of social responsibility.	
4.8	Apply for 'Artsmark' award	RA CB AL MW	Autumn Term and ongoing (1 year to complete)		The award framework supports the embedding of creativity across the whole curriculum. Achievement of the award will celebrate our commitment to arts and cultural education.	