Gorse Hall Primary

and Nursery School

SCHOOL DEVELOPMENT PLAN

2021-2022

"Working together the possibilities are endless........"

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Introduction

This School Development Plan runs from the start of the Autumn Term 2021 to the end of the Summer Term 2022. It has evolved from:

- The school's end of year self-evaluation [SEF]
- OFSTED Inspection Report 2017
- Analysing School Performance (ASP)
- End of year progress and attainment data
- Internal school assessment and target setting information.
- Feedback from parents/carers
- Feedback from staff
- Feedback from pupil voice
- Reports from Data Protection Officer (DPO), Education Welfare Officer (EWO) and feedback from School Development Partner (SDP)
- The need to address local and national initiatives
- Implementation Plan –Metacognition and Self-Regulated learning

The Headteacher, Leadership Team, Staff and Governors have discussed, prioritised, time scaled and priced the key issues for development in this plan. For each area for development, the plan details: the action to be taken; who is responsible for each action; who will monitor the process and how will it be carried out; success criteria and evaluation.

Our Vision and Ethos

At Gorse Hall Primary and Nursery School our ethos provides an environment where everyone feels safe and cared for. Our shared vision as a learning community is one that will embrace new challenges in order to support everyone to reach their full potential. As we endeavour to develop the skills needed to become life-long learners, we are supported by practitioners that are excited about learning and who provide meaningful and stimulating opportunities and experiences. Everyone is unique and each individual is valued and respected for who they are. We know that by *"Working together the possibilities are endless……"*

Our School Aims

We aim to support pupils in their spiritual, moral, social and cultural development through a curriculum that promotes British values and which develops the skills needed to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

Our Bee Values and Rules reflect the way we treat others and the way we expect to be treated. They are as follows:

Be Kind

Be Safe

Be Respectful

Be Proud

Basic Characteristics of Gorse Hall Primary and Nursery School

Number of pupils: **427**

Girl/Boy ratio: **208 : 219**

Free School Meals eligibility: **17% (74 pupils)**

Pupil Premium: **23 % (97 pupils)**

SEND: 14% (58 pupils)   **Pupils with an EHCP**: **2% (9 pupils)**

Staffing (69 members of staff in total)

The current establishment has 23 teachers (21.4 Full Time Equivalent) including the Headteacher and two Deputy Headteachers.

We employ 10 Level 2 LSAs (9.0 FTE) and 4 Level 3 LSAs (3.2 FTE) working in Year Group LSA roles. We employ 3 Level 3 LSAs (2.8) working within the Inclusion Team and 6 LSA 2s and 1 LSA 1 working with pupils with EHCPs. We employ 1 School Business Manager, 1 Admin Support Assistant, 1 Caretaker, 5 Cleaners and 14 Midday Support Assistants

Our Key Priorities for 2021-2022

1. Quality of Education

To continue to develop a recovery curriculum that identifies and addresses gaps in learning, with a particular focus on disadvantaged learners.

To plan, monitor and assess pupil thinking and learning through metacognition and self-regulated learning.

2. Behaviour and Attitudes

To improve the outcomes for all pupils and staff through the further development of resilience, as active and responsible individuals, with a focus on self-regulation.

3. Personal Development

To continue to implement, monitor and evaluate a clear pastoral PSHE/RSE programme to enhance the well-being of all pupils and staff.

4. Leadership and Management

Further develop Subject Leadership to enable teachers to have the skills and knowledge to deliver, assess and evaluate quality first teaching and learning.

1. Quality of Education

To continue to develop a recovery curriculum that identifies and addresses gaps in learning, with a particular focus on disadvantaged learners.

To plan, monitor and assess pupil thinking and learning through metacognition and self-regulated learning.

Action	Assessment/Monitoring	Impact (How we will know that we've achieved this)
- To identify gaps in knowledge - To implement, deliver, assess and monitor the new Phonics Scheme - To implement, deliver, assess and monitor the framework - Dialogue Meetings identify low achievers and slow movers with a particular focus on disadvantaged learners - Interventions provide the support and provision to plug gaps and accelerate learning with a particular focus on vulnerable and disadvantaged learners	- Teachers will know strengths and areas of development for individuals and groups and identify starting points - Book scrutiny, child chats and /or learning walks by subject leaders and LT to ensure that a whole school approach to phonics, reading comprehension, writing and Sticky Knowledge is secured and consistent with school policy and that high expectations are evident - Phase Leader will monitor the implementation of EYFS curriculum - LT work with SDP (Keith Adams) to compile, quality assure and action plan - Child Conferences to find out knowledge retained and metacognitive strategies are being implemented	- Provision will be in place - Books will evidence high expectations of presentation and learning; clear support and challenge for all groups of pupils (particularly lower achievers); regular marking and feedback in line with school policy; clear progression through units of learning; a range of strategies and methods used to support learning; and a clear attempt to remove any barriers to learning for children - EYFS staff voice will indicate that they feel confident and

• To develop staff understanding of metacognition, metacognitive strategies and self-regulated learning	• Teacher assessments identify gaps and these are addressed in subsequent teaching sessions	supported in implementing EYFS curriculum
• Staff and pupils will have a shared knowledge of language relating to metacognition and self-regulated learning	• To evaluate and revise Curriculum Sticky Knowledge Mats to ensure that they impact upon long term knowledge and that key vocabulary is age appropriate and shows progression	• Learning environments support the development of metacognition and scaffold self-regulated learning
• LT to provide time and support for teaching staff to put metacognition into practice, trial strategies and feedback regularly	• Walk throughs by LT to look at specific aspects of metacognitive strategies being modelled and implemented	• Monitoring indicates that personalised provision meets the needs of lower attainers (including those with SEND)
	• Assessment Leaders engage in purposeful discussion with class teachers about the Dialogue Sheet information collated	• Staff will continue to implement strategies and ensure that lessons provide opportunities for recall of sticky knowledge and key vocabulary
• Ensure teaching staff have the confidence, knowledge and capacity to transfer knowledge and skills to interventions across school	• Intervention analysis carried out by SEND & Inclusion Manager	
	• Professional Development Meeting timetables and staff inset provide opportunities to develop metacognition and further refine Curriculum Development	• Coaching to be used to develop the skills and confidence of teaching staff in implementing metacognitive strategies into classroom practice and interventions
• To vary the pace of lessons to encourage active learning throughout lessons	• Staff will have a good understanding of the 7 recommendations from the EEF on metacognition and Self-regulated learning	
	• The pace of lessons is varied and fluid so that learning is maximised for all abilities	

2. Behaviour and Attitudes

To improve the outcomes for all pupils and staff through the further development of resilience, as active and responsible individuals, with a focus on self-regulation.

Action	Assessment/Monitoring	Impact (How we will know that we've achieved this)
• To use effective behaviour management strategies in line with school policy • To implement the PSHE/RESE jigsaw scheme through weekly sessions • To have a shared understanding and a consistent and progressive approach to self-regulation • To continue to embed resilience strategies across school	• Serious and low level behaviour incidents are dealt with consistently and analysed and monitored effectively by LT • Pupils with challenging behaviours are supported to improve attitudes and behaviours • Behaviour, Safety and Welfare are of the highest standards- supported through personalised provision where needed • Nuture groups at lunchtimes will provide support for pupils with challenging behaviour or those pupils needing most emotional support • Ensure that the EYFS staff continue to receive training on the EYFS framework and feel confident in developing and assessing self-regulation	• Improved behaviour during transition times and around school through our 'behaviour expectations' • Improved behaviour during lunchtimes, both in the dining hall, in the corridors and in the playground • Self-discipline and self-regulation techniques are evident in pupils' behaviour throughout the school day • We value and respect each other through our behaviour • Reduced incidents of negative behaviour recorded in our school behaviour log • We have secured consistency and clarity with systems, routines, policy and practice with regards our Behaviour policy. This includes amendments made due to Covid-19

• To train staff on key skills and concepts to develop resilience and self-regulated learning • To use positive mindset strategies to develop resilience	• The Recovery curriculum will be implemented throughout school with a concise set of strategies to be taught • Positive mindset strategies are used to motivate and engage learners • Resources are accessible, varied and replenished regularly	• Rewards and sanctions such as Class Dojos are fairly and consistently given • Learners are actively involved in learning, demonstrating independence, resilience and positive learning behaviours • Learners can discuss/show resilience and strategies to help others build resilience • Learners can begin to plan, review and evaluate their own learning process • Teachers have a fluid and flexible approach to learning that maximises progress throughout the lesson. This will be evident in walkthroughs/observations and pupil voice.

3. Personal Development

To continue to implement, monitor and evaluate a clear pastoral PSHE/RSE programme to enhance the well-being of all pupils and staff.

Action	Assessment/Monitoring	Impact (How we will know that we've achieved this)
• To explore and understand being me- my place in the class, school and global community • To celebrate difference including anti-bullying (cyber and homophobic bullying included) and to engage in diversity work • To provide well-being support for pupils, parents and staff with a particular focus on vulnerable pupils and families • Teachers to continue to follow Jigsaw scheme to deliver the PSHE/RSE curriculum • To use an integrated assessment process allowing teachers to easily track pupil progress	• PHSE, RSE, Pupil Mental Health and Well-Being and Staff Well-Being Polices are implemented and stakeholders views included in consultation • Learners are taught six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year • Relationships, sex and Health Education (RSE) curriculum objectives are taught and parents are continually involved in consultation • Whole-school assemblies facilitate whole-school learning themes. Particular areas of need are addressed through whole school assemblies • Conduct well-being questionnaire in Autumn term and repeat in Summer term	• A whole approach to teaching and learning is secured • Staff and Parents/Carers are well informed about year group objectives and coverage • Learners have a secure understanding of themselves and their place within the class, school and community • All differences are celebrated in a positive way • Survey findings will demonstrate an increase in well-being of pupils, staff and parents and indicate that parents feel well supported • Learning is well sequenced, age related and meets National Curriculum and other requirements

• To use mentor support and access additional materials in Jigsaw Community Area (including training materials, mapping documents, materials for parental communication and additional/optional teaching resources • To involve staff, pupil voice and parental voice to personalise well-being support • Pupils and staff to be aware of Connect 5 strategies to enhance well-being and continue to take part in the walk-to-school initiative	• Continue to provide termly Well-Being Newsletters to parents • Opportunities for parental involvement in the contribution to well-being • Teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation • Early Years (EYFS) planning is aligned to the National Early Years Framework (England) and KS1 and KS2 planning ensures National Curriculum coverage • Assessment is informative and evaluates knowledge and skills secured • Pupils and staff to receive Connect 5 well-being support • Teachers continue to record how pupils travel to school daily and well-being lead monitors and tracks progress	• Assessment tracks pupil progress and subsequent teaching and learning well informed • Staff subject knowledge and confidence in teaching is further secured • Staff and pupils can talk about the ways in which they can support, manage and maintain their own well-being • Data will show that pupil participation in walking to school continues to be high

4. Leadership and Management

Further develop Subject Leadership to enable teachers to have the skills and knowledge to deliver, assess and evaluate quality first teaching and learning.

Action	Assessment/Monitoring	Impact (How we will know that we've achieved this)
• To ensure that learning allows pupils to acquire sticky knowledge, subject specific skills and key skills for learning • Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions and develop purposeful assessment for the subject • To moderate work across year group and phases • To work with and support staff in addressing gaps in knowledge • To monitor the impact of teaching and learning within the subject	• Sticky knowledge is shared consistently with pupils and parents. During lessons pupils have opportunities to develop key knowledge and vocabulary and subject specific metacognitive skills. During lessons pupils are provided with opportunities to recall prior knowledge • Regular monitoring of the Curriculum is carried out mainly by subject leads through child chats and book looks, as well as formal and informal assessments • Observations, planning, dialogue meetings, child conferences, work	• Pupils will recall the sticky knowledge and apply this knowledge in their learning • Metacognitive strategies are evident in observations and in pupil work and discussions • Subject Leads can talk about the areas of strength and areas of development. They can identify what support is needed and evaluate and update action plans • Pupils' involvement in their curriculum provision has proven instrumental in engaging and enthusing them to talk about their subject knowledge and skills

• Subject leads to identify connections to prior knowledge for their subjects and share this with teachers • Teachers to ensure that pupils can make connections in their learning • Teachers to use subject specific 'I Can' assessment statements and Sticky Knowledge Mats to inform teacher assessments on foundation subjects	scrutiny, subject leader reports and reports from external visitors (SDP) • • Reflections from coaching sessions with focus on metacognition and self-regulated learning • Written feedback to staff when monitoring has taken place- focusing on strengths and areas for further development • Subjects leads develop curriculum plans with explicit links to prior knowledge specified • Analysis of data • Professional Development Meetings provide Moderation time and opportunities to strengthen curriculum links and develop low stakes assessments such as quizzes	• Parental feedback, homework contributions, questionnaires and evaluations indicate that the school community values the importance of a holistic approach to learning • Consistency is evidence within and across Year Groups • The impact of the Curriculum is evident in the high quality outcomes of pupils • Subject Leads can talk about the thread of knowledge and skills within their subject • Pupils can talk about links in their knowledge • Staff are more confident in the use of purposeful assessment in Science, ICT and Foundation Subjects and data is recorded on SIMs