

# Gorse Hall Primary and Nursery School

## SCHOOL DEVELOPMENT PLAN 2022-2023

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



# SCHOOL DEVELOPMENT PLAN

## 2022- 2023

### Contents

- Introduction
- Our Vision and Ethos
- School Aims
- Our Key Priorities for 2022-2023 with Action Plans

## **Introduction**

**This School Development Plan runs from the start of the Autumn Term 2022 to the end of the Summer Term 2023. 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**



# Our Key Priorities for 2022-2023

## **1. Quality of Education**

To further develop a curriculum that identifies and addresses gaps in learning, with a particular focus on writing (boys and disadvantaged pupils)

To further develop 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 embed a clear pastoral PSHE/RSE programme to enhance the well-being of all pupils and staff.

## **4. Leadership and Management**

To embed and sustain effective 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 further develop a curriculum that identifies and addresses gaps in learning, with a particular focus on writing (boys and disadvantaged pupils)

To further develop pupil thinking and learning through metacognition and self-regulated learning.

Action	Assessment/Monitoring	Impact (How we will know that we've achieved this)
<ul style="list-style-type: none"> <li>• To identify gaps in knowledge</li> <li>• To monitor Reading and Phonics</li> <li>• Dialogue Meetings identify low achievers and slow movers with a particular focus on disadvantaged learners</li> <li>• High quality first teaching is first priority with a focus on modelling and scaffolding</li> <li>• Interventions provide the support and provision to plug gaps and accelerate learning with a particular focus on vulnerable and disadvantaged learners</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will know strengths and areas of development for individuals and groups and identify starting points and capture interests</li> <li>• Book scrutiny, child chats and /or learning walks by subject leaders and LT to ensure that a whole school approach to Subject Skills Progression and Sticky Knowledge is secured and consistent with school policy and that high expectations are evident</li> <li>• EYFS Phase Leader will continue to monitor the implementation of EYFS curriculum</li> <li>• LT and Subject Leads to continue to work with SDP (Keith Adams) to further develop teaching and learning, quality assure and action plan</li> <li>• Child Conferences to find out knowledge retained and metacognitive strategies are being implemented</li> </ul>	<ul style="list-style-type: none"> <li>• High quality first teaching impacts on progress and attainment across the curriculum</li> <li>• High expectations in all subjects is a feature of classroom life</li> <li>• Books will evidence high expectations of presentation and learning; clear support and challenge for all groups of pupils (particularly disadvantaged pupils and boys); regular marking and feedback in line with school policy; clear progression through units of learning; a range of strategies and methods used to support</li> </ul>

<ul style="list-style-type: none"> <li>• To further develop staff understanding of metacognition, metacognitive strategies and self-regulated learning</li> <li>• Staff and pupils will use a shared knowledge of language relating to metacognition and self-regulated learning</li> <li>• Metacognition is a focus for monitoring and coaching</li> <li>• Ensure teaching staff have the confidence, knowledge and capacity to transfer knowledge and skills to interventions across school, particularly writing</li> <li>• To vary the pace of lessons to encourage active learning throughout lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessments identify gaps and these are addressed in subsequent teaching sessions</li> <li>• To identify Previous Learning on Curriculum Sticky Knowledge Mats to ensure that teaching and learning is progressive and well-pitched and so that they impact upon long term knowledge</li> <li>• key vocabulary is age appropriate and shows progression and a feature of working walls and classroom scaffolds</li> <li>• Walk throughs by LT to look at specific aspects of metacognitive strategies being modelled and implemented</li> <li>• Assessment Leaders/Phase Leaders engage in purposeful discussion with class teachers about the Dialogue Sheet information collated</li> <li>• Intervention analysis carried out by SEND &amp; Inclusion Manager</li> <li>• Professional Development Meeting timetables and staff inset provide opportunities to develop metacognition and further refine our Curriculum</li> <li>• Staff will have a good understanding of the 7 recommendations from the EEF on metacognition and self-regulated learning</li> </ul>	<p>learning; and a clear attempt to remove any barriers to learning for children</p> <ul style="list-style-type: none"> <li>• EYFS staff voice will indicate that they feel confident and supported in further developing the EYFS curriculum</li> <li>• Learning environments support the development of metacognition and scaffold self-regulated learning</li> <li>• Monitoring indicates that personalised provision meets the needs of disadvantaged and boys (including those with SEND)</li> <li>• Staff will continue to implement strategies and ensure that lessons provide opportunities for recall of sticky knowledge, skills progression and key vocabulary</li> <li>• Coaching to be used to develop the skills and confidence of teaching staff in implementing</li> </ul>
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	<ul style="list-style-type: none"><li>• The pace of lessons is varied and fluid so that learning is maximised for all abilities</li><li>• Resilience is further developed through self-questioning</li></ul>	metacognitive strategies into classroom practice and interventions
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## 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)
<ul style="list-style-type: none"> <li>• To consistently use effective behaviour management strategies in line with school policy</li> <li>• To embed the PSHE/RESE jigsaw scheme through weekly sessions</li> <li>• To have a shared understanding and a consistent and progressive approach to self-regulation</li> <li>• To continue to embed resilience strategies across school</li> </ul>	<ul style="list-style-type: none"> <li>• Serious and low level behaviour incidents are dealt with consistently and analysed and monitored effectively by LT</li> <li>• Pupils with challenging behaviours are supported to improve attitudes and behaviours</li> <li>• Behaviour, Safety and Welfare are of the highest standards- supported through personalised provision where needed</li> <li>• Nurture groups at lunchtimes will provide support for pupils with challenging behaviour or those pupils needing most emotional support</li> <li>• Ensure that the EYFS staff continue to receive training on the excellent EYFS practice and feel confident in developing and assessing self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour during transition times, lunchtimes and around school is good through the following of our 'behaviour expectations'. Taking ownership of this by all staff.</li> <li>• Self-discipline and self-regulation techniques are evident in pupils' behaviour throughout the school day</li> <li>• We value and respect each other through our behaviour</li> <li>• Reduced incidents of negative behaviour recorded on our new system</li> <li>• To continue to secure consistency and clarity with systems, routines, policy and practice with regards our Behaviour expectations.</li> </ul>

<ul style="list-style-type: none"> <li>• To continue to train staff on key skills and concepts to develop resilience and self-regulated learning</li> <li>• To use positive mindset strategies to develop resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Positive mindset strategies are used to motivate and engage learners</li> <li>• Resources are accessible, varied and replenished regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Rewards and sanctions such as Class Dojos are fairly and consistently given</li> <li>• Learners are actively involved in learning, demonstrating independence, resilience and positive learning behaviours</li> <li>• Learners can discuss/show resilience and strategies to help others build resilience</li> <li>• Learners can plan, review and evaluate their own learning process through the use of effective metacognitive strategies</li> <li>• 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.</li> </ul>
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### 3. Personal Development

**To embed 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)
<ul style="list-style-type: none"> <li>• To explore and understand being me-my place in the class, school and global community</li> <li>• To celebrate difference including anti-bullying (cyber and homophobic bullying included) and to engage in diversity work</li> <li>• To embed well-being support for pupils, parents and staff with a particular focus on vulnerable pupils and families</li> <li>• Teachers to embed Jigsaw scheme to deliver the PSHE/RSE curriculum and to introduce Floorbooks to evidence and celebrate practice</li> <li>• To use an integrated assessment process allowing teachers to easily track pupil progress</li> </ul>	<ul style="list-style-type: none"> <li>• PHSE, RSE, Pupil Mental Health and Well-Being and Staff Well-Being Policies are implemented and stakeholders views included in consultation</li> <li>• Learners are taught six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year</li> <li>• Relationships, Sex and Health Education (RSE) curriculum objectives are taught and parents are continually involved in consultation</li> <li>• Whole-school assemblies facilitate whole-school learning themes. Particular areas of need are addressed through whole school assemblies</li> <li>• Conduct well-being questionnaire in Autumn term and repeat in Summer term</li> </ul>	<ul style="list-style-type: none"> <li>• A whole approach to teaching and learning is embedded</li> <li>• Staff and Parents/Carers are well informed about year group objectives and coverage</li> <li>• Learners have a secure understanding of themselves and their place within the class, school and community</li> <li>• All differences are celebrated in a positive way</li> <li>• Survey findings will demonstrate an increase in well-being of pupils, staff and parents and indicate that parents feel well supported</li> <li>• Learning is well sequenced, age related and meets National Curriculum and other requirements</li> </ul>

<ul style="list-style-type: none"> <li>• 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)</li> <li>• To continue to involve staff, pupil voice and parental voice to personalise well-being support</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide termly Well-Being Newsletters to parents</li> <li>• Opportunities for parental involvement in the contribution to well-being</li> <li>• Teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation</li> <li>• Early Years (EYFS) planning is aligned to the National Early Years Framework (England) and KS1 and KS2 planning ensures National Curriculum coverage</li> <li>• Assessment is informative and evaluates knowledge and skills secured</li> <li>• Teachers continue to record how pupils travel to school daily and well-being lead monitors and tracks progress</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment tracks pupil progress and subsequent teaching and learning well informed</li> <li>• Staff subject knowledge and confidence in teaching is further secured</li> <li>• Staff and pupils can talk about the ways in which they can support, manage and maintain their own well-being</li> <li>• Data will show that pupil participation in walking to school continues to be high</li> </ul>
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#### 4. Leadership and Management

**To embed and sustain effective 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)
<ul style="list-style-type: none"> <li>• To ensure that learning allows pupils to acquire sticky knowledge, progressive subject specific skills and key skills for learning</li> <li>• Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions and develop purposeful assessment for the subject</li> <li>• To moderate work across year group and phases</li> <li>• To work with and support staff in addressing gaps in knowledge</li> <li>• To monitor the impact of teaching and learning within the subject</li> <li>• Subject leads to identify connections to prior knowledge for their subjects and share this with teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Observations, planning, dialogue meetings, child conferences, work scrutiny, subject leader reports and reports from external visitors (SDP)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will recall the sticky knowledge and apply this knowledge in their learning</li> <li>• Metacognitive strategies are evident in observations and in pupil work and discussions</li> <li>• 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</li> <li>• Pupils' involvement in their curriculum provision has proven instrumental in engaging and enthusing them to talk about their subject knowledge and skills through the use of metacognitive language</li> </ul>

<ul style="list-style-type: none"> <li>• Teachers to ensure that pupils can make connections in their learning</li> <li>• Teachers to use subject specific 'I Can' assessment statements and Sticky Knowledge Mats to inform teacher assessments on foundation subjects</li> <li>• To successfully renew our Leading Parent Partnership award and secure the Arts Mark</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections from coaching sessions with focus on metacognition and self-regulated learning</li> <li>• Written feedback to staff when monitoring has taken place- focusing on strengths and areas for further development</li> <li>• Subject leads develop curriculum plans with explicit links to prior knowledge specified</li> <li>• Analysis of data</li> <li>• Professional Development Meetings provide Moderation time and opportunities to strengthen curriculum links and develop low stakes assessments such as quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Parental feedback, homework contributions, questionnaires and evaluations indicate that the school community values the importance of a holistic approach to learning</li> <li>• Consistency is evidence within and across Year Groups</li> <li>• The impact of the Curriculum is evident in the high quality outcomes of pupils</li> <li>• Subject Leads can talk about the thread of knowledge and skills within their subject</li> <li>• Pupils can talk about links in their knowledge</li> <li>• Staff are more confident in the use of purposeful assessment across the curriculum</li> </ul>
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