

GST Development Plan 2021-22 (Outline Plan Due to Covid Pandemic)

School	Well Being	– Catch Up	Curriculum	Teaching
Archbishop Runcie First School		<ul style="list-style-type: none"> – Recovery curriculum – Especially Writing 	<ul style="list-style-type: none"> – Recovery curriculum (in particular writing) – Implement wider curriculum – Develop Christian Values 	<ul style="list-style-type: none"> – Middle leadership development
Archibald First School	<ul style="list-style-type: none"> – A sustained focus on children's and staff's mental health and wellbeing with a key focus on resilience. – Toolkits for positive mental health and wellbeing. – Continue our work on community cohesion and bringing staff, families and children together after working in many different ways. 	<ul style="list-style-type: none"> – Effective use of the School Led Tutoring Grant and Recovery Premium funding in addition to our Pupil Premium grant. – Appointed a new Pupil Premium Leader as of October 2021 	<ul style="list-style-type: none"> – EYFS: New baseline assessment, curriculum and assessment process – Continue to refine our curriculum provision focusing on securing information to the LTM and making strong links to prior learning. – (History, Geography and Science). – Focus on Art and DT for 2021-22. 	<ul style="list-style-type: none"> – Quality First Teaching which effectively blends any curriculum deficits into the current curriculum.
Broadway East First School	<ul style="list-style-type: none"> – Staff – Ensure that staff are informed, supported and enabled to manage workload – and maintain well-being. – Pupils ensure pupils have 	<ul style="list-style-type: none"> – Identify and address gaps in pupils' learning so that pupils are on track to meet targets. 	<ul style="list-style-type: none"> – Continue to create a well-planned, coherent curriculum with ambitious content so that children can make sense of learning and do fewer things – better! 	<ul style="list-style-type: none"> – Evaluate, develop and apply pedagogy across school for 'teaching from the front' so that teaching, learning and assessment are effective and lead to best possible progress.

	<p>the appropriate curriculum and additional support to</p> <ul style="list-style-type: none"> – enable learning and well-being. 			
Brunton Park First School	<ul style="list-style-type: none"> – Keeping everyone as safe and healthy as possible (including looking after the wellbeing of staff and children!) 	<ul style="list-style-type: none"> – Adapting our Recovery Curriculum: Assessing children's progress to identify areas of the curriculum, classes, groups or individuals that will need additional input over the year. 	<ul style="list-style-type: none"> – To develop the children's positive attitudes to learning using SLL as our main drivers – To continue to develop responsible, respectful active citizens who contribute to our school community 	<ul style="list-style-type: none"> – To upskill staff in the mastery approach and firmly embed it into teaching – To monitor and measure the impact of our revised curriculum
Dinnington First School	–	–	–	–
Grange First School	–	<ul style="list-style-type: none"> – To establish a curriculum and learning environments which encourage children to be independent, enthusiastic and creative learners. 	<ul style="list-style-type: none"> – To review the Grange Curriculum to ensure that there is a clear progression of skills. There will be a focus on maths, English, science and PE 	<ul style="list-style-type: none"> – To increase the capacity of the leadership team which then works effectively to communicate a clear and ambitious vision for the school and support staff to achieve this. There is high quality teaching and learning across the school and all pupils make good progress. – Interventions and extra support is in place to enable learners who are working below the expected standard to make accelerated progress.

Gosforth Park First School	<ul style="list-style-type: none"> – Remaining COVID safe and secure – Counselling for pupils and staff – Assistant Head - Social and Emotional Learning CPD 	<ul style="list-style-type: none"> – Reading – Phonics – Counselling – (boys reading and writing across school – School-led tutoring 	<ul style="list-style-type: none"> – Curriculum 2020 (catch up curriculum) including blended/home learning – Following curriculum implementation model praised by Ofsted – Extra-curricular offer improved. – Innovation and Curriculum Engagement Position (TLR 3) 	<ul style="list-style-type: none"> – Continuing our curriculum work from pre-covid (longer term target) – Quality first teaching, coaching, staff CPD, CPD based on Rosenshine's principles of instruction (and Tom Sherrington)
Regent Farm First School	<ul style="list-style-type: none"> – To continue to explore therapeutic support for our children, and their families where needed. 	<ul style="list-style-type: none"> – Catch up on learning for those children identified with gaps in knowledge/understanding which is impacting their further development. 	<ul style="list-style-type: none"> – To strengthen the planning and progression of our non-core subjects. 	<ul style="list-style-type: none"> – To continue to improve the quality of education for all pupils, enabling them to reach their full potential and raise their aspirations for the future.
South Gosforth First School	<ul style="list-style-type: none"> – Mental health and wellbeing of pupils, staff and families. – Becoming a fully accredited 'Nurture School' using the 'Boxall Profile' – Developing a Nurture space in school ('The Nest') which facilitates regular nurture / SEMH provision for pupils – National Wellbeing Award 	<ul style="list-style-type: none"> – COVID-19 Recovery Plan (this is the overarching element to our SDP this year). This includes catch up, closing the gaps and blended learning. – Further embedding our new curriculum and expectations and incorporating additional enhancements which address our curriculum intent for pupils. – Upskilling and empowering subject leaders (inc. new key stage leader roles) to 	<ul style="list-style-type: none"> – Redevelopment of school building – Reconfiguration and refurbishment of classroom spaces, entrance lobby, medical room, EYFS outdoor area, staff room, sensory space, security of school site, new school library, school roof refurbishment etc. – The introduction of a school nursery, hopefully for September 2022. This will involve reconfiguring space inside the school building 	<ul style="list-style-type: none"> – To develop our pupils' 'cultural capital' through working with our local community, families (how is our school community made up? What do our parents and carers do? How can our school community help us as a school and what is important for us to give back?), local charities and businesses and learning about the wider world (partner school in Amble and Africa). We are also

		<p>ensure that the curriculum offer in their subject is 'aspirational', engaging and meeting the needs of all learners.</p> <ul style="list-style-type: none"> – Exploring further mechanisms to address COVID-19 recovery, using action research and lesson study. – Appointment of school-led and school-based tutors, as well as 2 academic mentors to support our pupils who need additional support. 		<p>developing our cultural awareness by working alongside local religious groups (Jewish, Muslim and Sikh people in Gosforth).</p> <ul style="list-style-type: none"> – To enhance the school's cultural arts, offer with support from outside agencies to develop creative practices which enhance learning experiences and achievement of pupils ('Voices of Virtue', Dance City, Ballet Lorrent, Live Theatre, Music service, Unfolding Theatre, New Writing North etc) – Artsmark Award
Gosforth East Middle School	<ul style="list-style-type: none"> – Continue with staff and pupil well being 	<ul style="list-style-type: none"> – Improve standards in writing – Including higher prior attaining pupils – Review interventions through tracking of data 	<ul style="list-style-type: none"> – Targeted use of data – Prioritise Writing across the school – Curriculum links 	<ul style="list-style-type: none"> – Ensure teaching us at least Good or better across the school – Strengthen capacity of L&M
Gosforth Central Middle School	<ul style="list-style-type: none"> – Support vulnerable pupils to build their skills in terms of: – Independence, resilience, confidence, self-esteem and problem-solving – The focus has changed as the individual for Outdoor learning has returned to the 	<ul style="list-style-type: none"> – Support vulnerable pupils to build their skills in terms of: – Independence, resilience, confidence, self-esteem and problem-solving – To continue reduce the attainment gap between 	<ul style="list-style-type: none"> – Ensure learning gaps are closed for all learners by using marking and feedback to evaluate learning and teaching to inform next steps in short term planning – Continue to review and 	<ul style="list-style-type: none"> – Use interactive screens to engage all learners and support their progress by developing new strategies and approaches to digital learning – Further invest in digital technologies to ensure

	residential adventurous trips sector. We have sourced a course on anxiety management for our school counsellor which will train her in Rapid Transformational Therapy	disadvantaged and SEND pupils and their peers, particularly in reading <ul style="list-style-type: none"> – To raise the attainment of all pupils to close the gap created by COVID-19 school closures – To promote and support staff and pupil wellbeing 	continuously improve curriculum- Heads of Dept to have dedicated review and planning time every term with opportunity to work collaboratively with colleagues.	learners are equipped with the skills they will need for the future. Chromebook purchased for all pupils to have a chrome book by September. Upskill all staff to ensure learning is maximised through digital platforms.
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Emerging Common Themes

- Managing the Catch-up programme. The logistics of assessing and monitoring interventions, physically where do they happen, managing the balance between teacher time and support staff time with children to ensure it is equitable. Tracking progress etc
- Curriculum Development
- Development Reading and Writing
- Development of Senior Leadership Team
- Well Being of Staff and Pupils

What can the Trust offer?

- Looking at the 5 common areas can we work together to develop these areas. Providing opportunities for staff to discuss how these are working in schools either through teacher networks, SLT networks, Chairs of Governors Networks. We should be able to begin working more collaboratively
- Review data and begin work on School to School support
- Restart the face to face working networks already established such as SENCO, Moderation, Subject Leads, Finance Officers/ Business managers etc
- The issue with SEN with children with complex needs being in our schools for long periods of time awaiting placement in provision that better meets their needs. The length of time to access the support to meet these children's needs.
- What can we achieve on a larger scale that we could not do as individuals' schools?
- How to create buy in from all staff as to the value of the networks and ensure meetings are high quality and purposeful.
- Career development across the Trust. Experiences in different schools.
- We are obviously a trust of firsts and middles and this makes us unique in the city and almost makes it more imperative that we work together. I would like to think that we could join together to do more work on things like shared creative projects and putting forward trust-wide bids for various initiatives which would benefit children from across our whole trust. Restart Gosforth Voices and the successful sporting events as well as Gosforth Gets Going
- Under this same bracket, I think we have some really talented teachers across the trust. With diminished LA support now, could we capitalise on this and develop a network of 'Lead Practitioners' from across the trust who could be called upon by other trust schools if support was needed (e.g., a lead practitioner for Science, a couple for English, one for behaviour management etc). I think that this could be a really powerful tool in developing self-sustaining trust wide support for one another which would really make a difference

(as opposed to sending staff on one off courses etc which don't really have much of an impact). This could also work on a leadership level to spend time in each other's schools to learn from one another.



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