

GST Development Plan 2022-2023



School		School	Curriculum	Teaching
Archbishop Runcie First School		Further develop the role of leaders so they can accurately evaluate the effectiveness of the curriculum on pupils' learning and plan for future improvements.	To implement a consistent approach to assessments in the foundation subjects.	To continue to improve the standards of reading, writing and maths across Key Stage One.
Archibald First School	<p>Children's mental health and wellbeing continues to be at the forefront of all we do.</p> <p>Families feel supported by school maintaining strong home school partnership links.</p> <p>OPAL play project to fully launch</p> <p>Engage new School Counsellor</p> <p>Introduce RISE project</p> <p>Embed newly introduced Zones of Regulation</p> <p>Extend Forest School learning</p>	<p>Create a cohesive, supportive and experienced Senior Leadership Team who will work together for the best outcomes for the school community.</p> <p>Development of a Wellbeing team with Senior Mental Health Leader</p>	Develop writing opportunities across the curriculum	<p>The children's writing skills and their composition will continue to strengthen</p> <p>Lit lead to develop progression documents for genres of writing</p> <p>Work with GST and Lit Networks</p>

Brunton First School	<p>Children to develop the positive attitudes, values and behaviours to equip them for their future lives</p> <p>Provide opportunities that promote diversity, build character and strengthen well-being</p> <p>To support physical and mental health and well-being of pupils and staff</p>	<p>Develop Role of leaders</p> <p>Review School's Vision and curriculum drivers</p> <p>To align safeguarding policies, practices and procedures with Keeping Children Safe in Education 2022</p>	<p>Provide an ambitious curriculum which is broad, balanced and fully inclusive ensuring the needs of all groups of learners are met</p> <p>To implement Rosenshine's principles across all areas of the curriculum</p> <p>To implement new framework for marking and feedback of children's work</p>	<p>To raise standards of writing across the whole school. Pupils form their letters correctly and develop a good standard of handwriting</p> <p>To ensure the progress of all children and reduce differences in attainment</p> <p>To ensure the progression of knowledge and skills of foundation subjects</p>
Dinnington First School		<p>Develop new Staffing Structure which allows SLT to continue to monitor the strategic plan, systems and procedures and ensure school is on track to meeting priorities</p>	<p>Refine sequential teaching of Science</p> <p>To develop curriculum to include substantive and disciplinary knowledge in order that teachers can fully check pupils' knowledge and understanding.</p> <p>New Science Lead CPD/Monitoring</p> <p>Refine Assessment in Science</p> <p>Ensure progression of scientific vocabulary</p>	<p>Writing</p> <p>To improve standards of teaching and learning in writing throughout the school</p> <p>Introduction of new writing scheme "The Write Stuff"</p> <p>Online CPD for all staff</p> <p>Series of in school CPD</p> <p>Team teaching/regular learning walks by SLT</p> <p>SLT and teachers observing the scheme in action in other schools implementing it successfully</p> <p>Develop capacity in new English Lead – English Leadership NPQ commences Sept 22</p>
Gosforth Park First School		<p>Development of school site as school expands into BEFS old site</p>	<p>Assessment in foundation subjects</p>	<p>Disadvantaged pupils (PP and SEND)</p>

			Writing (especially boys) Fluency in maths	
Grange First School	To prioritise mental health and well being of our children and staff to ensure that they can thrive Continue to develop OPAL Play	Improve intervention spaces and create multi sensory areas To continue to increase the capacity and effectiveness of the leadership team NPQ for middle and senior leaders Subject leader development NASENCO training for SENCO	To continue to develop our curriculum with clear progression of skills taught High priority subject leadership to history, geography & science. Whole school focus on raising attainment in Writing – improve transcription skills Embed current systems for SEND pupils	Medium term planning history, geography and science New Schemes of Work for Art and DT Staff CPD
Havannah First School	Develop use of outdoor areas effectively so that play is positively impacted	New site development	Increase RfP to extend reading skills, give access to wider range of texts and to support well-being. Increase no of children meeting expectation in writing. Improve previous practice & communication skills in FS through curriculum wide strategies To accelerate learning and ensure best possible transition into Y1	Applying mastery approach to basic skills so that children are all next year ready Restore previous practice & introduce new strategies to reduce barriers to learning , including well being for PP & disadvantaged pupils
Regent Farm First School	To promote a positive attitude towards learning and the wider aspects of school for the full school community.	To work with the DfE to design a new school building fit giving our children the very best start in life and which matches our ethos.	To develop the curriculum offered at Regent Farm and use of specialist teaching	To enhance the vocabulary teaching throughout school focusing on tier 2 vocab and pre-teaching.

	To strengthen the personal development for all in a post Covid World.			
South Gosforth First School	<p>School counsellor appointment & Psychotherapist support accessed</p> <p>Boxall assessments and Nurture Groups established for pupils who require this support</p> <p>Forest School provision provided for pupils who require this support</p> <p>National Wellbeing Award to be completed</p> <p>HT completing accredited Mental health Lead qualification with Local Authority</p> <p>Additional support for families mental health and wellbeing</p>	<p>New school roof works to begin February 2023 and be completed by the end of August 2023</p> <p>Nursery modular building to be completed by August 2023</p> <p>New teaching space to be created outside of the Y1 classrooms in Summer term 2023</p> <p>Further redevelopment of the EYFS unit and outdoor area to take place with support from the local authority</p> <p>New up to date wireless internet system which extends to outside of school to be established in Spring Term 2023</p>	<p>Audit and invest in a range of resources to support the delivery of our new 'Connected Curriculum'</p> <p>New wider curriculum lead (DHT) to work alongside subject leaders to further develop specific subjects- delivery and effectiveness</p> <p>New subject leader and curriculum governor deliver staff CPD in RE using Newcastle Syllabus and Discovery RE programme</p> <p>Staff to take part in lesson study and action research based develop an effective school to strategy</p>	<p>'OPAL' Play consultation and development</p> <p>Staff training with Opal Play</p> <p>Play Policies, risk and benefit assessments and play resources are implemented</p> <p>Play zones established and regularly evaluated</p>
Middle Schools	Well Being	School	Curriculum	Teaching
GCMS	<p>Promoting self regulated learners</p> <p>Enterprise</p> <p>Boost aspirations and cultural capital through enterprise and career opportunities</p>		<p>Quality assurance of all aspects of the curriculum</p>	<p>Digital Technology</p> <p>Embed blended approach to learning with 1 to1 devices</p> <p>Embedding formative assessment</p>

GEMS	Develop how “Pupil Voice” is documented and what systems and opportunities the school has in place to facilitate this.	Pupil places planning and expansion	Ensure quality feedback to ensure progress	Targeted support and differentiation at lower 20% in all areas
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Emerging Common Themes

- School place expansion and site development
- The provision and support of vulnerable children and those with SEND
- Curriculum Development including assessment
- Development Reading and Writing
- Development of Senior Leadership Team
- Well-being of Staff and Pupils development of OPAL play
- (Covid catch up programme is on-going)

What can the Trust Offer?

- Looking at the 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
- Support schools, together with the LA, who are looking to expand or who are having a New Build
- 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.
- 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, especially on creative projects.

What we need to revisit

- What can we achieve on a larger scale that we could not do as individual 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.