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Gossops Green Development Plan 2017/18

(Last updated: 19.9.17)



Our rationale

The Collegiate Trust exists to improve education. We work in partnership with other schools and academies whose values and approaches align with ours, and who want to work collaboratively within a forward thinking and ambitious organisation.

Schools in *The Collegiate Trust*:

- ◆ maintain a strong individual identity within a powerful local partnership
- ◆ work collaboratively to improve education in each of our partner schools
- ◆ achieve value-for-money on highly cost-effective services delivered through the Trust
- ◆ have the opportunity to contribute to the development of outstanding new provision where it is needed, through the free schools programme
- ◆ drive forward standards within their school under a well-supported but autonomous headteacher and a strong Local Governing Body
- ◆ deliver our mission of ***Collaboration to Deliver Exceptional Education*** and achieve our vision of ***Exceptional Education For All***.



Our vision

Our vision for *The Collegiate Trust* is to deliver ***Exceptional Education for All*** across our community. Such an exceptional education has three features:

- ◆ A rigorous academic education which gives young people a rich understanding and knowledge of English, maths, science, humanities, world religions, languages, technology and the world of learning and work
- ◆ A set of creative learning experiences which involves all young people in (and develops an appreciation and understanding of) the creative, performing and physical arts
- ◆ The building of personal qualities and skills through the rich curricular and extra-curricular work in school and beyond, developing successful citizens who respect each other, our country and our environment.

1. Introduction

Gossops Green Primary School is entering its first full year of being part of *The Collegiate Trust*, having joined on 1st November 2016. The school has worked in partnership with the Trust to build our work, in order to continue to develop our school as a place of high quality learning at the heart of our community.

Our most recent OFSTED inspection in October 2014 maintained the judgement of *Requires Improvement*. We therefore expected a full inspection during 2016/17 at which point we aimed to demonstrate a quality of work which matched the OFSTED description for Good. However, since conversion, we have been advised that it is unlikely that we will have a full inspection, at least until our first set of data as a 'new school' is available. 'Good' remains a challenging but achievable ambition which will require a significant level of focused work from all members of our team. This Development Plan outlines the key features of that work and the improvements we are looking to make, and should be read in conjunction with the Staff Handbook which describes the ways in which other aspects of our work should be completed.

2. Current Self-Evaluation

Further information of self-evaluation is available in our SEF. The following summary of performance describes current levels of work on each of the OFSTED areas of judgement.

- Effectiveness of leadership and management **Good**
- Quality of teaching, learning and assessment **Good**
- Personal development, behaviour and welfare **Good**
- Outcomes for pupils **Good**
- EYFS **Good**
- Overall effectiveness **Good**

3. Priorities for Gossops Green Primary School Development Plan:

There are four main priorities, all of which, ultimately, concern pupil learning and progress:

2017/2018 Focus for Gossops Green = raising standards through focused curriculum planning, excellent teaching, exciting learning, rigorous assessment and great teamwork, delivering rapid progress for all pupils

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|-------------------|--|
| Priority 1 | Teaching, learning and assessment: skilled and effective teachers, ably supported by well-trained TAs, work with pupils who are increasingly confident and enquiring learners; together they plot and deliver great progress through a well-planned curriculum. |
| Priority 2 | Outcomes for pupils: a very high proportion of pupils meeting end-of-year expectations (EOYE), with gaps between pupil premium children and others closing rapidly. A greater percentage of higher achievers exceeding EOYE. |
| Priority 3 | Personal development, behaviour and welfare: Pupils will be 'ready to learn' i.e. they will show high levels of commitment and engagement to learning, be able to work independently and will apply intellectual and other skills to their work. |
| Priority 4 | Effectiveness of leadership and management: Leadership will show clear and consistent impact on the quality of teaching and on pupil progress. |

These priorities will be delivered primarily by **setting stimulating targets, owned by teachers and pupils, planning for learning and progress over time, based on assessment of previous learning, excellent pedagogy, high quality and regular marking and assessment, the monitoring of pupil progress on a frequent basis and Continuing Professional Development.**

4. Quality Improvement Plans

Quality Improvement Plans (QIPs) are created annually by subject and aspect leaders and monitored termly. Priority areas are monitored by allocated Governors, who raise questions (highlighted yellow) to which the leaders respond in blue. These are then presented to the Teaching & Learning Sub-Committee, who may then ask secondary questions.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Priority 1 **Quality of teaching, learning and assessment:** *skilled and effective teachers, ably supported by well-trained TAs, work with pupils who are increasingly confident and enquiring learners; together they plot and deliver great progress through a well-planned curriculum.*

Improvements to make (from SEF Judgements)

The Quality of Teaching, Learning and Assessment in the SEF is judged as **Good**. In order for the Quality of Teaching, Learning and Assessment to be judged **Good** and to meet the aspirations of our parents and pupils, we will:

- a. increase the pace of learning
- b. refine assessment processes:
 - i) Ensure that assessment systems link to the curriculum plan for reading, maths and science in each year group and have a clear set of expected outcomes, underpinned by detail, effectively planned, with differentiated learning activities.
 - ii) Assess progress regularly and formally at key points, and use that assessment to inform further planning of learning
 - iii) Analyse year group information carefully to inform teaching & learning
- c. ensure that cross-curricular opportunities are maximised to achieve a well-balanced curriculum, including the humanities, art and DT.

Actions	Who?	Milestones
Increase pace of learning (P):		
1Pa) WALT to be tightly linked to AfL and the EOYE, paced across the year and linked to assessment systems	AL ML EL	Identify which EOYE will be taught and achieved in which topic Create WILF lists of EOYE, to be used inside book covers Link these WILF lists both to documentation such as the Reading Ladder and to SIMS tracker statements CPD on assessment for learning, to ensure that WALT/WILF are appropriately challenging (27.6.17) Monitoring through scrutiny of planning, scrutiny of work, observation and termly tracking of data.
1Pb) Ensure that the basics are embedded and non-negotiable, so do not need to be re-taught in later years (except for SEN)	ML EL	WILF lists to include the 'basics'. Assessment to prioritise the 'basics', including GPS and fast, accurate recall of number facts. EOYE not to be awarded unless the 'basics' are in place.
1Pc) Focus on teacher as a facilitator of learning i.e. letting children make mistakes and using mini-plenaries to address misconceptions	SLT PLT	Update observation forms to prioritise this. Include this in appraisal expectations. CPD Observation focus
1Pd) Use questioning that moves thinking on	SLT PLT	Update observation forms to prioritise this. Include this in appraisal expectations. CPD Observation focus
1Pe) Where appropriate, use two speed lessons (allowing pupils to work independently where the input is not appropriate).	SLT PLT	Update observation forms to prioritise this. CPD Observation focus Pupil voice
Refine Assessment Processes (A):		
1Aa) Use Sims trackers for formative assessment that increases pace and challenge by targeting learning at 'gaps' in EOYE.	HT AL AL HT/AL	CPD on assessment for learning, to ensure that WALT/WILF are appropriately challenging (27.6.17) Stop asking teachers to input Y and N data – this to be extracted from Sims tracker data instead. Closer alignment of WILF lists and Sims Tracker statements with the reading and writing ladders and changes in procedures, to be rolled out across the school in September 2017. Monitoring through scrutiny of planning, scrutiny of work (including WILF lists), Sims tracker analysis and progress meetings.
1Ab) Improve test administration consistency	SLT monitor	CPD input – 24.4.17 Teachers to advise when tests will be administered – include in the bulletin.

1Ac) For Y2 to Y6, track progress of standardised test scores (scaled scores in Y2 and Y6) against PAG and thus measure progress across the year and across the key stage more accurately.	AL HT AL AL/HT	Source tests that will provide standardised scores (PIRA/PUMA) Identify a budget to pay for these. Create a tracking system that will enable standardised scores to be tracked against PAG groups and therefore to identify any children that are underperforming in terms of progress. Monitor the progress of year groups, target groups and individuals and take appropriate action where progress is unsatisfactory (to include year team feedback from progress meetings).
1Ad) Each year team to have the Maths and English Leader present when moderating EOYE.	ML EL	November 2017, February 2018, May/June 2018
Maximise Cross-Curricular Opportunities:		
1Ca) Given the proposed changes in timetables to increase the focus on English (2Ea), ensure that planning includes enough cross-curricular opportunities to achieve a broad and balanced curriculum.	DH – mapping PL – implementation	Map where cross-curricular input on Geography, History, Art and DT will occur for each year team. Monitor that these are taught.

Support to be provided by The Collegiate Trust

- S1) Support to develop assessment analysis systems - SB
S2) Cost of PIRA and PUMA tests - £3328

KPIs	Eval	Resources / Costs
a. Quality of teaching in each year group is GOOD or better in school evaluation work b. Clear plan in place for developing the work of each teacher c. Assessment system is effectively supporting work to raise standards d. Attendance at locality moderation meetings		Time Cost of tests - £3328 Supply cover for moderation Supply cover for progress meetings.

OUTCOMES FOR PUPILS

Priority 2 Outcomes for pupils: *a very high proportion of pupils meeting end-of-year expectations and an increasing proportion exceeding them, with gaps between pupil premium children and others closing rapidly.*

Improvements to make (from SEF Judgements)

Outcomes for Pupils in the SEF are judged as **Good**. In order for the Outcomes for Pupils to be judged **Good** and to meet the aspirations of our parents and pupils, we will:

- a. Improve Key Stage 2 outcomes and progress in:
 - i) English
 - ii) maths
- b. Focus on issues that often limit progress – difficult personal circumstances (Pupil Premium), capped learning due to labelling.

Actions	Who?	Milestones
Improve Key Stage 2 outcomes and progress in English		
2Ea) Alter the timetable to increase the time allocated to developing basic English skills	SLT	September 2017.
2Eb) Link expected outcomes in reading to key skills to be developed in each year; this to include developing the ability to read accurately at speed, to skim and to scan and to use a wide range of reading strategies.	EL	Create 'Word Power' lists, linked to HFW, spelling patterns and topic words. Word Power 3x a week – develop children's working vocabulary and ability to spell. POR. CPD - share expectations of standards and strategies for developing fluency in reading. Increase the frequency of practice and develop 'comprehension skills' through use of high quality texts. Teachers to model reading for pleasure.
2Ec) Fully implement the post-RWI spelling programme (linked to KS2 word lists) and regularly assess progress. (Share good KS1 practice).	PL	Introduce 3 x weekly Word Power welcome sessions (see above). Planning to show specific spelling input. Children to be expected to apply Speed Sounds and taught spelling rules in <i>all</i> their writing. Interim monitoring, linked to English SL QIP, shared with governors at each T&L meeting. Start, middle and end of year tests.
2Ed) Introduce cursive handwriting from the Autumn term of Y1.	PL	Digraphs to be taught with cursive links in EYFS. Lead in lines to be introduced in late EYFS/early Y1 as appropriate. Cursive handwriting to be modelled throughout Y1 (including on IWB) and expected by children from the Autumn term. Scrutiny of work/drop ins, linked to English SL QIP. Interim monitoring, linked to PL QIP.
2Ee) Every class to have every child's writing on display, changed at least once a topic.	CT	Monitoring through observations and pupil voice interviews.
2Ef) Develop pupils' ability to self-evaluate, especially linked to using WILF lists, so that proof reading and checking skills become embedded in their practice.	PL	Observations. WILF list monitoring. Pupil Voice monitoring. Structured Conversations. Book scrutiny. Start and end of year tests.
2Eg) Increase the numbers of children entering Reception 'ready to learn' i.e. able to follow simple routines, to sustain concentration for short periods of time and knowing basic phonics and how to write their own names.	EYFSL	Provide CPD to pre-school feeder settings. Create a 'Ready to Start School' wish list and share it with pre-school settings.

Improve Key Stage 2 outcomes and progress in maths		
2Ma) Maths – Trust project	ML	TBA
2Mb) Improve use of practical resources, especially in KS2, to embed understanding and to support pupils to visualise what they are being asked to do, including when problem solving.	PL	Planning to show specific input on using resources to support understanding. Interim monitoring, linked to Maths SL QIP, shared with governors at each T&L meeting. Observations Pupil Voice.
2Mc) Integrate the <i>teaching</i> of how to use visual representations/jottings effectively into planning.	ML	PDM Minutes to show sharing of selected aspects. Start and end of year tests to show pupils using illustrations to support processing.
2Md) Create a bank of assessment tasks that can be used both as pre-teaching assessments or as evidence of application away from the point of teaching’.	ML	Time to create assessment tasks. Planning scrutiny. Book scrutiny.
Diminish the difference in the performance of Pupil Premium (PP) pupils and their non-PP peers:		
2PPa) PP children in EYFS will be identified early and thus early intervention will be provided to meet their needs	EYFSL	EYFS home visits will support early identification of potential PP. Liaison with pre-school settings to identify children in receipt of EYPP. Inclusion of information re PP in EYFS induction events. Raffle for families that complete a PP application form.
2PPb) Continue to develop the use of Breakfast Club to provide targeted intervention to PP pupils	PPL	Pupil voice interviews and anecdotal evidence from class teachers will show that pupils are more ‘ready to learn’ as a result of attending Breakfast Club.
2PPc) Through the Cygnet Book packs, provide high quality literature to PP pupils	EL PPL	Cygnet Book packs issued by the start of each topic. Pupil Voice Interviews.
2PPd) Continue to provide UYCB Parenting classes.	LM	Viable UYCB groups each term. Feedback forms.
2PPE) Learning Mentors to provide in class coaching for targeted PP pupils.	LM	CPD on impact for Learning mentors. Learning mentor reports will show impact of class coaching time in red.
2PPf) PP pupils to be prioritised for Early Morning Groups (EMG).	PP L	EMG reports will show impact on PP performance.

Support to be provided by The Collegiate Trust

S3) Monitoring implementation of the above.

KPIs	Eval	Resources / Costs
e. A very high proportion of pupils meet EOYE f. An increasing proportion of pupils exceed EOYE g. Differences between pupil premium children and others diminishing. h. Minutes of HTPM meetings will include analysis of data. i. The numbers of children entering Reception ‘ready to learn’ i.e. able to follow simple routines, to sustain concentration for short periods of time and knowing basic phonics and who to write their own names will increase in September 2018.		Supply cover for EYFS home visits Supply cover for pre-school CPD Breakfast Club running costs (subsidised PP places). Cygnet Book Club Parenting Classes and creche

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Priority 3 Personal development, behaviour and welfare: *Pupils will be 'ready to learn' i.e. they will show high levels of commitment and engagement to learning, be able to work independently and will apply intellectual and other skills to their work.*

Improvements to make (from SEF Judgements)

Personal Development, Behaviour and Welfare in the SEF is judged as **Good**. In order for the Personal Development, Behaviour and Welfare. to be judged **Outstanding** and to meet the aspirations of our parents and pupils, we will:

- embed uncapped learning (link to Growth Mindset) to improve pupils' readiness for tests in UKS2
- embed specific learning attitudes to improve pupils' readiness for tests in UKS2.
- continue to develop pupils' ability to self-evaluate and identify then develop next steps in their own learning
- develop pupil's metacognition (the ability to engage and be curious about their own learning).

Actions	Who?	Milestones
3i) Increase aspiration, linked to Growth Mindset, including high expectations for all, regardless of starting points.	HT	Use research-based CPD to continue to highlight the importance of this way of working: <ul style="list-style-type: none"> The Pygmalion Effect Neuroplasticity Impact of process praise on data
3ii) Embed the practice of mixed groupings to avoid sub-conscious labelling or imposing limits and to promote peer-peer discussion about learning	PL	CPD Observation focus Pupil voice
3iii) Children to take increased ownership of and responsibility for their own learning – 'doing less, but well' i.e. a mastery curriculum (link to 1Pb) and target 'hard to reach' children.	PL	CPD on engaging 'hard to reach' children Identify 'hard to reach' children for targeting Observation focus
3iv) Use the metaphor of the Learning Pit to support pupils to be resilient learners	PL	CPD Observation focus Pupil voice
3v) Include a page on metacognition Learning Attributes in the Home-School diary to maintain a high profile for these.	AHT	Include a metacognition page in the H-S diary, where children can date each time they are awarded an 'animal'.

Support to be provided by The Collegiate Trust

S4) Monitoring implementation of the above.

KPIs	Evaluation	Resources / Costs
j) The Pearson Pupil Perception Survey will show that GG children have above average scores for 'readiness to learn'. k) Pupils will be able to talk about their learning attitudes and different strategies they may apply when challenged. l) Pupils will be more resilient in a test situation. m) The metacognition page in the Home-School diary will be encouraging children to apply these characteristics to their learning.		PPP survey - £395 Home-School Diaries - £3000

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Priority 4 effectiveness of leadership and management: *Leadership will show clear and consistent impact on the quality of teaching and on pupil progress.*

Improvements to make (from SEF Judgements)

Effectiveness of Leadership and Management in the SEF is judged as **Good**. In order for the Effectiveness of Leadership and Management to be judged **Good** and to meet the aspirations of our parents and pupils, we will:

- a. restructure the Core Teams to improve succession planning and increase accountability for the core subjects.
- b. provide coaching and mentoring to identified staff.
- c. develop a 'growth mindset' in staff (continue to develop a research based community).
- d. ensure that all teachers take personal responsibility for the implementation of agreed processes.

Actions	Who?	Milestones
4a) Review the structure of Subject and Aspect Leadership responsibilities, to improve succession planning and increase accountability for key subjects, especially for UPS teachers.	SLT	New accountability structures will be agreed and in place for September 2017
4b) Increase the accountability of class teachers and Phase Leaders through the appraisal programme and line management processes, including the use of test data to ensure that appraisal is more robust.	Line Managers	Appropriate appraisal targets set for teachers by 31.10.17 Analysis of graded monitoring – for governors' T&L Comm. Analysis of graded Teachers' Standards to identify shared areas for development. Attainment and progress data to be included in end of year appraisal reviews
4c) Increase the accountability of Phase Leaders for their teams.	HT	Termly review of Phase Leader QIPs Support from external consultant
4d) Identify strengths and areas for development for staff and use these to target coaching support and monitoring according to need.	SLT	Targeted coaching. Peer support. Talent development – develop the Collegiate Leadership Development Programme (CLDP) to match local needs. Identify teachers who would benefit from access to the CLDP. Run the CLDP.
4e) Develop home grown talent: SCITT – Trust maths project, NQTs, HLTA, apprenticeships, day release for TAs to obtain degrees, specialised training e.g. in aspects of SEND.	See other documentation	Aligned with Trust projects
4f) Continue to develop the LGB to have maximum impact on standards within the school.	HT/COG	Complete an impact review Take appropriate action

Support to be provided by The Collegiate Trust

S5) Middle leaders to take part in The Collegiate Trust Leadership Development Programme.

S6) CEO to join the LGB Governance review.

S7) Governors to attend the TCT Governance Day

KPIs	Evaluation	Resources / Costs
n) Teachers' appraisals will have applied the matrix in the Pay Policy. o) Phase Leader appraisals will include reference to their impact on the outcomes for pupils in their phases. p) The Collegiate Trust Leadership Development Programme will have been accessed by identified staff, who will report that their practice has improved as a result. q) Gossops Green will have contributed to the Trust Talent Development programmes.		TCTLDP input External Consultant Trust Project costs.

Gossops Green Targets 2017/18

Where FFT50 is higher than National and school data for the cohort is lower than National, the National figure has been used as a target. Otherwise FFT50 data is shown. As no FFT data is available for Y3, estimates based on school and National data have been used.

Figures in brackets show 'Met EOYE' for Summer 2017 (different cohort).

	Other	Reading	Writing	GPS	Maths	RWM
Reception GLD	TBA (72%)					
Year 1 Phonics	TBA (87%)					
KS1 % National 2017 EOYE		76%	69%		76%	65%
Year 2		76% (72%)	69% (65%)		78% (70%)	65% (57%)
KS1 National 2017 EOYE+		26%	16%		21%	
Year 2+		24% (25%)	16% (8%)		17% (13%)	
KS2 National 2017		71%	76%	77%	75%	61%
Year 6 Tests (TAs for writing)		72% (63%)	80% (78%)	78% (74%)	75% (72%)	60% (50%)
KS2 National 2017 EOYE+		19%	15%	22%	17%	8%
Year 6+ Tests (TAs for writing)		23% (19%)	19% (15%)	22% (19%)	17% (11%)	6% (6%)