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# **Gossops Green Development Plan 2016/17**

**(Last updated: 30.11.16)**

**Version 1**

## 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 expects to join *The Collegiate Trust* on 1<sup>st</sup> November 2016. In advance of that the school will work in partnership with the Trust to build our work. The aim of this partnership is 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 should therefore expect a full inspection during 2016/17 at which point we aim to demonstrate a quality of work which matches the OFSTED description for Good. This is 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 **Requires Improvement**
- [EYFS **Good**]
- **Overall effectiveness** **Requires Improvement**

## 3. Priorities for Gossops Green Primary School Development Plan 2016/2017

There are four main priorities for 2016/2017 - all of which, ultimately, concern pupil learning and progress:

**2016/2017 Focus for Gossops Green = raising standards through focused curriculum planning, excellent teaching, exciting learning, rigorous assessment, great teamwork - delivering rapid progress for all pupils**

- 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, with gaps between pupil premium children and others closing rapidly.
- 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:

- ensure that the curriculum plan for reading and maths in each year group has a clear set of expected outcomes, underpinned by detail and linked to assessment opportunities, effectively planned, with differentiated learning activities
- develop pupils' ability to self-evaluate and identify then develop next steps in their own learning
- ensure that teachers and pupils are using marking and feedback to inform next steps in learning
- enable teachers to deliver innovative lessons that stimulate, engage and motivate pupils and respond effectively to emerging and changing needs of pupils

Actions	Responsibilities	Milestones
<b>Implement a revised strategy for English:</b> (Link to planning with assessment in mind (Sims trackers))		
1Ea) Linking 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.	English SL	Create a skills ladder (Aug 2016) Launch to staff (Sept 2016) Monitor implementation (half termly) Start and end of year tests.
1Eb) Identify cross-curricular opportunities to develop and embed reading skills.	Phase leaders (PL)	Embedded in Topic Plans – start of each topic. Implementation and impact monitored by English SL
1Ec) Revise and fully implement a post-RWI spelling programme (linked to KS2 word lists) and regularly assess progress. (Share good KS1 practice).	Phase Leaders	Planning to show specific spelling input. Interim monitoring, linked to English SL QIP, shared with governors at each T&L meeting. Start and end of year tests.
1Ed) All staff to model accurate letter formation and cursive handwriting (when developmentally appropriate).	Phase Leaders	Scrutiny of work/drop ins, linked to English SL QIP. Interim monitoring, linked to PL QIP.
1Ee) Ensure that writing opportunities provide scope for applying a range of higher level skills, developed through close study of grammar.	English SL	Monitoring of year team planning. Scrutiny of work, linked to English SL QIP.
1Ef) Develop pupil conferencing to support pupils' ability to self-evaluate, especially linked to testing.	Phase Leaders	Pupil Voice monitoring Start and end of year tests.
<b>Implement a revised strategy for maths:</b>		
1Ma) Input on areas of the curriculum less strongly represented in Abacus e.g. fractions, measures.	Maths SL	Visit by TCT staff to agree areas for support - October 2016 Monitor implementation (half termly). Report on impact to be shared with governors in the termly QIP report to each T&L meeting. Start and end of year tests.
1Mb) Use of practical resources, especially in KS2, to embed understanding and to support pupils to visualise	Phase Leaders	Planning to show specific input on using resources to support understanding.

what they are being asked to do, including when problem solving.		Interim monitoring, linked to Maths SL QIP, shared with governors at each T&L meeting. Start and end of year tests to show pupils using illustrations to support processing.
1Mc) Research the use of aspects of the Shanghai model to support mastery in the curriculum.	Maths SL	PDM Minutes to show sharing of selected aspects.
1Md) Abacus tests to be completed half termly, data to be collated and analysed to inform future practice.	Phase Leaders	PLT Minutes to show discussion about the outcomes of Abacus tests and identification of next steps.
1Me) Develop pupil conferencing to support pupils' ability to self-evaluate, especially linked to testing.	Phase Leaders	Pupil Voice monitoring Start and end of year tests.
<b>Moderation/Tracking</b>		
1Aa) Use Sims trackers formatively to inform future practice.	Assessment Leader	PDM – 5.9.16
1Ab) Analyse tracking and follow up in their year teams.	Phase Leaders	Assessment week analysis of tracking to inform planning for the next topic
1Ac) Introduce ILD to Y1	Computing Leader	ILD in use – September 2016
1Ad) Continue to develop the use of 'Structured Conversations' to raise children's personal aspirations.	Class teachers	Issued to parents - November, March and July 2016
1Ae) Use commercially produced materials to establish a start of year benchmark and measure progress across the year. These to be administered as formal tests.	Assessment Leader	INSET – 5.9.16 Administer and mark (class teachers) – Sept 2016/May-June 2017 Analysis – Oct 2016/June 2017. Focus of School Improvement Meeting 5.10.2016
1Af) Each year team to have a representative from the above year group present when moderating.	Assessment Leader	November 2016, February 2017, May/June 2017.

### **Support to be provided by The Collegiate Trust**

- S1) Transition to Y7 – expectations and subject knowledge.
- S2) SL/KT liaison re the curriculum plan and skills ladders.
- S3) Support re maths expectations in upper KS2.
- S4) Support to develop assessment analysis systems.

<b>KPIs</b>	<b>Evaluation</b>	<b>Resources / Costs</b>
<ul style="list-style-type: none"> <li>i. Revised curriculum plan for Key Stage 2 English &amp; maths in place and delivering improved progress for pupils</li> <li>ii. Quality of teaching in each year group is GOOD or better in school evaluation work</li> <li>iii. Clear plan in place for developing the work of each teacher</li> <li>iv. Assessment system is effectively supporting work to raise standards</li> </ul>		Time Cost of tests - £3022

## OUTCOMES FOR PUPILS

**Priority 2** Outcomes for pupils: *a very high proportion of pupils meeting end-of-year expectations, 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 **Requires Improvement**. In order for the Outcomes for Pupils to be judged **Good** and to meet the aspirations of our parents and pupils, we will:

- Improve Key Stage 2 outcomes and progress
- Focus on issues that often limit progress – difficult personal circumstances (Pupil Premium), capped learning due to labelling.
- Assess progress regularly and formally at key points, and use that assessment to inform further planning of learning
- Analyse year group information carefully to inform teaching & learning

#### Actions

#### Responsibilities

#### Milestones

2a. Continue to develop all teachers' understanding of EOYE across the school. Create a bank of exemplars of children whose work represents the EOYE threshold.	Phase leaders	Expected outcome of moderation meetings. Phase Leaders to include a report on this in their termly QIP review to governors' T&L meetings.
2b. Develop teachers' confidence and competence in assessing progress regularly and formally at key points, then responding appropriately.	Maths SL English SL	Participation in in school and locality moderation meetings
2c. A key feature of 1:1 meetings between HT and CEO will be analysis of Y6 data.	HT	Minuted meetings
2d. Develop specific teaching strategies to improve pupils' readiness for tests in UKS2 (link to Growth Mindset)	Maths SL English SL	Start and end of year tests
2e. Narrow the Pupil Premium gap: <ul style="list-style-type: none"> <li>Use EYFS home visits to support early identification of potential PP and thus early intervention to meet their needs</li> <li>Set up a Breakfast Club/Cygnets Club to provide targeted intervention to PP pupils</li> <li>Through the Cygnets Book Club, provide high quality literature to PP pupils</li> <li>Continue to provide UYCB Parenting classes.</li> <li>Learning Mentors to provide in class coaching for targeted PP pupils.</li> </ul>	PP L	Identified EYFS PP children signed up for PP by October 2016 Breakfast Club set up by November 2016. Cygnets Book packs issued by the start of each topic. Viable UYCB groups each term. Learning mentor reports will show class coaching time in red.

### Support to be provided by The Collegiate Trust

S5) Develop links with schools achieving high KS2 outcomes.

S6) Share good practice in the Excellence Curriculum through recorded T&L activity.

S7) Share good practice in supporting PP pupils.

#### KPIs

#### Evaluation

#### Resources / Costs

i. Each Y6 teacher to visit a highly successful class elsewhere. j. Attendance at locality moderation meetings k. Minutes of HTPM meetings will include analysis of data. l. A very high proportion of pupils meet end-of-year expectations m. Gaps between pupil premium children and others closing rapidly.		Supply cover for visits Supply cover for moderation Supply cover for EYFS home visits Breakfast Club set up costs (see separate spreadsheet) Cygnets Book Club (see separate spreadsheet) Parenting Classes and creche (may be partly offset by Aspire grant)
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## 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:

- a. develop specific learning attitudes to improve pupils' readiness for tests in UKS2.
- b. develop pupil's metacognition (the ability to engage and be curious about their own learning), to support pupils' ability to self-evaluate, especially linked to testing.

Actions	Responsibilities	Milestones
3a) Create a skills based PSHE SOW to teach explicitly and embed key learning skills across the curriculum.	PSHE Leader/HT	SOW shared with staff – June 2016 Planning and delivery for PSHE in each topic to show clear links to SOW
3b) Develop nurturing, positive learning environments, adapted to the needs of all learners.	Phase Leaders	Drop ins and pupil voice interviews will reflect the removal of psychological barriers to learning (Growth Mindset).
3c) Provide mental health support for targeted children.	SENDCO	PMHW evaluations (NW Crawley Locality project)
3d) Support parents to engage with their children's learning more effectively (UYCB, resource making club)	Learning Mentors	All diaries signed weekly Reading recorded in diaries Parents attending events.

### Support to be provided by The Collegiate Trust

S8) Monitoring implementation of the above.

KPIs	Evaluation	Resources / Costs
<ol style="list-style-type: none"> <li>i. The Pearson Pupil Perception Survey will show that GG children have above average scores for 'readiness to learn'.</li> <li>ii. Pupils will be able to talk about their learning attitudes and different strategies they may apply when challenged.</li> <li>iii. Pupils will be resilient in a test situation.</li> </ol>		PPP survey - £395

## 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:

- provide coaching and mentoring to identified staff
- develop a 'growth mindset' in staff and pupils (continue to develop a research based community).
- develop the role of the Core Teams in raising standards
- ensure that all teachers take personal responsibility for the implementation of agreed processes

Actions	Responsibilities	Milestones
4a) Increase the accountability of class teachers and Phase Leaders through the appraisal programme and line management processes, including grading observations/scrutiny etc and using test data to ensure that appraisal is more robust.	Line Managers	Appropriate appraisal targets set for teachers by 31.10.16 Analysis of graded monitoring – for governors' T&L Comm. Attainment and progress data to be included in end of year appraisal reviews
4b) Increase the accountability of Phase Leaders for their teams e.g. compliance with agreed actions.	HT	Termly review of Phase Leader QIPs
4c) Identify strengths and areas for development for staff and use these to target coaching support and monitoring according to need.	SLT	Targeted coaching.
4d) Develop the LGB to have maximum impact on standards within the school.	HT	Review and restructure of LGB to create maximum impact.

### Support to be provided by The Collegiate Trust

- S9) Middle leaders to take part in the Collegiate Leadership Development Programme.  
 S10) NQTs to take part in the NQT residential, (two funded by TCT).  
 S11) CEO to join the West Sussex Governance review.  
 S12) Governors to attend the Governance Day at TCT – 28.1.17.

KPIs	Evaluation	Resources / Costs
Revise governance structure holding Headteacher effectively to account for improved T&L and standards. Clear accountability structure in place for other SLT, PLT and subject leaders.		



## Gossops Green Targets 2016/17

Figures in brackets show 'Met EOYE' for Summer 2016.

	Other	Reading	Writing	Maths	RWM
Reception GLD	80% (78%)				
Year 1 Phonics	88% (86%)				
Year 2		84% (81%)	76% (72%)	84% (82%)	76% (73%)
Year 2+		25% (24%)	18% (15%)	28% (26%)	15% (12%)
Year 6		78% (76%)	76% (74%)	78% (76%)	72% (70%)
Year 6 Tests		70% (44%)	70% (56% - GPS)	70% (54%)	65% (39%)
Year 6+ TAs		20% (17%)	20% (17%)	18% (14%)	N/A