



The Collegiate Trust
Exceptional Education for All

Development Plan 2018/19

Gossops Green Primary

(last update 26.6.18)



Our Partnership of Academies

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

Academies 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 Principal 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** in safe and nurturing environments. Such an exceptional education has three features:

- A rigorous academic education which makes sure young people have a rich understanding and knowledge of a wide and relevant curriculum
- 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 and their surroundings.



1. Introduction

Gossops Green Primary is a growing three form entry school completing this transition by September 2020. The school joined The Collegiate Trust in November 2016 and a new principal joined the school in April 2018.

The predecessor school has received two requires improvement judgements and is due to have a full inspection in the autumn of 2018. Therefore, the school must be rigorous and aspirational in its vision for the future.

As part of The Collegiate Trust Gossops Green has aligned itself with the trust's vision to:

- Drive forward standards within the school
- Deliver exceptional education for all
- Offer an education that is ambitious, has high expectations of achievement and is enjoyable
- Value, support and develop staff

To do this Gossops Green will develop a learning environment that inspires pupils to become **aspirational** and **independent** learners for life and where there are “**No Limits**” to a child's potential.

| | Mission <i>Collaboration to deliver exceptional education</i> | Vision <i>Exceptional education for all</i> | Values <i>Ambition Collaboration</i> | Outcomes <i>Achievement Enjoyment</i> | |
|--------------------------|---|--|---|---|---|
| Strategic Drivers | 1 | 2 | 3 | 4 | 5 |
| | Student learning & development Expected Outcomes: <ul style="list-style-type: none"> Standards from nursery to 18 improve at academy and Trust level Progress for pupils and students less impacted by prior attainment, disadvantage or gender Principles of exceptional education informing the daily experience of pupils and students | Teaching & support for students Expected Outcomes: <ul style="list-style-type: none"> Strong data systems in place to support teacher assessment & planning Collaboration driving joint practice development across Trust Research and best practice informing development of pedagogy | Sustainable leadership for impact Expected Outcomes: <ul style="list-style-type: none"> <i>Academy Development Plans</i> focused on academy & Trust priorities Research and best practice informing development of leadership and leadership decisions Succession planning at academy, LGB and Trust Board well developed | Recruitment & retention of staff Expected Outcomes: <ul style="list-style-type: none"> <i>Teacher Recruitment Strategy</i> developed Strong retention approaches developed SCITT work developed | Business functions supporting standards Expected Outcomes: <ul style="list-style-type: none"> Curriculum planning is driving financial planning IT team providing effective service across the Trust Capital income effectively deployed to support academies |

Focus in 2018/19

Share and embed the mission and vision of TCT across all academies to impact on all pupils and students

The Gossops Green Development Plan (GGDP) prioritises areas for improvement that have been identified through the schools own evaluation of pupil outcomes and those identified through the trust. These priorities are underpinned by the 5 Strategic Drivers set out above and have raising standard for pupils at the heart.

2. Priorities

- a. **Closing the Gaps:** Continue to improve progress and attainment for all children so that it is at least in line or better than the national picture in all key stages. Prioritise specifically where there are known gaps between boys/girls and PP/non PP.
- b. **Ensure that standards continue to rise through the provision of the highest quality of teaching & learning across all subjects:** Through rigorous monitoring and assessment teachers and phase leaders will develop their knowledge of curriculum expectations and standards. Teachers will utilise assessment information to address gaps in pupils' knowledge and understanding and improve outcomes.
- c. **Pupils are confident and self-assured.** They take pride in their work, their school and their appearance. Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make and their attendance at school.
- d. **Leaders set high expectations of pupils and staff.** Leaders are ambitious for all pupils and promote improvement effectively. Leaders use professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school. The school will see a shift in a top down culture to one where all staff contribute to success of the school.

Priority A (links to Strategic Driver 1) Outcomes

Closing the Gaps: Continue to improve progress from starting points and attainment for all children so that it is at least in line or better than the national picture in all key stages and subject areas. Prioritise specifically where there are known gaps between boys/girls and PP/non PP.

| Actions | Responsibility | Milestones |
|---|--|--|
| <p>Analyse in depth where there are gaps in progress and attainment between girls/boys & PP/Non-PP.</p> <ul style="list-style-type: none"> EYFS – GLD gap between girls and boys Progress in reading/writing for disadvantaged pupils – specifically writing at KS2 Gap in writing between girls and boys both KS1/KS2 <p>Create a data pack for each teacher to include progress and attainment for R/W/Ma and a Venn diagram to show combined data.</p> <p>Introduce effective data tracking systems so that teachers have greater accountability of their class data.</p> | <p>Assessment Co-ordinator</p> <p>DB</p> <p>SLT</p> <p>DB</p> <p>TF/DB</p> | <p>Sept 2018 - Inset</p> <p>Staff training on data – Sept Inset Pupil progress meeting – Sept 2018</p> <p>Phase leaders will increasingly use data to accurately identify progress and attainment and gaps in learning. - Aut</p> <p>Spring (March 19) data to be showing evidence of accelerated progress for targeted pupils.</p> |
| <p>Introduce rigorous pupil progress meetings that prioritises on identifying pupils that are 'at risk' including PP and SEND pupils. Ensuring that gender gaps are identified.</p> <p>Ensure effective intervention methods are in place that will accelerate progress.</p> | <p>SLT</p> <p>TF/CH</p> | <p>Aut (Nov) data is beginning to show an impact against end of previous year outcomes.</p> <p>Staff training on Pre-Teach and Precision Teaching –Nov Inset Support staff to have half-termly subject knowledge updates. Pupil progress meetings – Sept 2018 Staff meetings to focus on teaching & learning Appraisal targets will link to ADP – Oct 18</p> <ul style="list-style-type: none"> Sept Inset – guided reading/Guided writing/AFL & assessment of R/W/M Target setting/FFT – Sept 2018 Maths teaching approaches – 1.10.18 Introduction of Benchmark to assess reading – Aut 18 Science progression – 24.9.18 Maths moderation – 15.10 Writing moderation – 29.10 Data analysis – 5.11.18 |

September Inset
 Appraisal targets
 Nov/March data capture
 End of year outcomes

Priority B – (links to Strategic Driver 1) T & L

Ensure that standards continue to rise through the provision of the highest quality of teaching, learning and assessment across all subjects and phases including EYFS.

Through rigorous monitoring and assessment teachers and phase leaders will develop their knowledge of curriculum expectations and standards. Teachers will utilise assessment information to address gaps in pupils’ knowledge and understanding and improve outcomes.

The school will achieve a good Ofsted grade.

| Actions | Responsibility | Milestones |
|---|--|---|
| <p>English Reading and writing progress will improve and the attainment gap between girls and boys/PP & NPP will decrease.</p> <p>EYFS Children to want to write by providing a high-quality learning environment that provides a range of opportunities to write.</p> <p>Trust Capitalise and engage with research the trust is working on within reading.</p> | <p>SD/TF – running staff meetings that improve subject knowledge and awareness of end of year expectations.</p> <p>SLT will work alongside phase leaders to look at quality of work in books on a fortnightly basis.</p> <p>SLT /Phase leaders - Above will have a tight focus on standards/breadth of study in writing and maths.</p> | <p>Autumn lesson observation focus on guided reading – 90% of lessons to be at least effective. Spring lesson observation focus on writing – 90% of lessons to be at least effective.</p> <p>Pupils will have regular opportunities to draft, edit, improve and sustain their writing. They will produce at least 4/5 assessment pieces per term across a range of genres. Writing moderation – 29.10 staff meeting</p> <p>Well planned and regular guided reading will form the main pedagogy for the teaching of higher order reading skills alongside the teaching of phonics for decoding. Create reading/learning zones around the school to encourage access to books, library skills, love of reading.</p> <p>Teachers will adjust planning to address gaps in learning – Aut/Spring Teachers will be secure and confident in their ability to make accurate judgements about assessment of standards – Summer 19</p> |

| | | |
|---|---------------------------------|--|
| <p>Maths Work with the trust to develop opportunities for collaborative projects that raise standards and outcomes.</p> <p>Develop approaches to mental maths and fluency through a new maths team.</p> | <p>DB/BB/ZP</p> <p>DB/BB/ZP</p> | <p>Whole school input to planning support document – Sept staff meetings. Teachers will begin have access to a planning support document – Sept 18/Sept 19. The teaching of maths will show clear progression of skills and an increase in concrete and pictorial strategies. GG will move away from Abacus as a standalone SoW – Summer 19</p> |
| <p>Assessment and Moderation Teachers will have greater clarity and confidence when making judgements about pupils’ knowledge, skills and understanding in reading, writing, maths and science but specifically in writing. They will continue to use test data to support teacher judgements and gap analysis. Increase opportunities across the trust for moderation.</p> | <p>SLT Phase leaders</p> | <p>Sept Inset to introduce new approach. Staff meeting to support moderation and data analysis – 15.10/29.10/5.11</p> <p>November/March data capture – evidence of gaps closing</p> <p>Introduce new assessment procedures for reading, writing, maths and science – Sept 18 Inset Continue to use PUMA and PIRA tests including Year 1.</p> <p>Greater parity between test and teacher assessment data.</p> |
| <p>Develop the roles of phase leaders to become leaders of teaching and learning responsible for raising standards.</p> | <p>SLT</p> | <p>See L & M</p> |
| <p>Ensure the intent and impact of the curriculum is to build on prior knowledge and progress pupils understanding through a broad and balanced approach.</p> | <p>Subject leaders</p> | <p>Subject leader teams will review new termly topic approach. Analysis of coverage will ensure intentional progress across subjects. Nov 16th Inset/3rd & 10th December Subject leaders to deliver updates on progression – 3.12/10.12</p> |
| <p>Key Review Dates: Writing moderation meeting – 29.10 (Staff PDM) Maths Moderation – 15.10 Data input – November/March Curriculum review Spring 19</p> | | |

Priority C – (links to Strategic Driver 1 & 2) Personal Development, Behaviour and Welfare

Pupils are confident and self-assured. They take pride in their work, their school and their appearance. Pupils’ attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make and their attendance at school.

| Actions | Responsibility | Milestones |
|---|----------------------------------|---|
| <p>Review approaches within the behaviour policy to ensure that rewards and sanctions are understood by all staff and pupils and applied consistently.</p> <p>The school environment will inspire pupils and staff to be aspirational and support raising standards.</p> | <p>CH/MW/GS/EB/KT</p> <p>All</p> | <p>July Inset</p> <p>Working party set up to pull staff views together in to a new policy. New behaviour policy – Oct 18</p> <p>Introduction of Good Citizen Award – that develops awareness of SMSC - Sept 18</p> <p>Displays around school - art gallery/aspiration to get your work displayed – Sept 18</p> <p>Maths awards that provide opportunities to achieve specific goals in developing times table/fluency knowledge (bronze/silver/gold). Display in place Sept 18</p> <p>Writing/proud boards that provide opportunities for sharing whole school success.</p> |
| <p>Pupils attendance will improve to above 96%.</p> <p>Seek alternatives to external exclusions for pupils, paying attention to:</p> <ul style="list-style-type: none"> • Pupils with BESD/Mental health concerns <p>Decrease the percentage of persistent absentees</p> | <p>SLT</p> <p>CH</p> <p>WPA</p> | <p>Attendance & punctuality rewards</p> <p>Display for attendance that encourages children to achieve a personal best and celebrates when they do.</p> <p>Review learning mentor roles/timetables to offer more support to more children. Split library and create a bigger space for afternoon nurture groups</p> <p>Chill out space for children struggling at lunchtime will improve behaviour</p> <p>No exclusions.</p> |

Key Review Dates:
 December attendance figures show school is on track to improve
 October – New behaviour policy/approaches launched to children.

Priority D – (links to Strategic Driver 2) Leadership and Management

Leaders set high expectations of pupils and staff. Leaders are ambitious for all pupils and promote improvement effectively. Leaders use professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school

| Actions | Responsibility | Milestones |
|---|---|---|
| Support the development of Phase Leaders by: <ul style="list-style-type: none"> Identifying a member of SLT to work with each PL on monitoring standards of T & L. Ensuring an understanding of accountability for standards within their phase PLs will become leaders of T & L for their phase | SD – Yr1 & 2 MW – Yr3/4 TF – Yr 5/6 DB – EYFS CH – SEND pupil progress/Learning mentors | SLT will join their phase fortnightly to monitor books/teaching & learning/lessons observations and standards Phase leaders will use alternate weeks to support pupil progress. TF will meet with PLs half-termly – joining SLT meetings (3.10.18). |
| Appraisal The appraisal process will provide maximum impact on the GGDP and support staff development. | TF | Streamline appraisal process to three SMART targets to sit firmly in line with the trust salary policy. <ul style="list-style-type: none"> Targets set by 31.10.18 Mid-term reviews – early March 2019 Final reviews – July 19 |
| Trust Collaboration To capitalise on the capacity and expertise of leaders within the trust to support teaching & learning, develop future leaders and recruit new teachers. | TF | Trust to work with Phase leaders to produce Quality Improvement Plans that tightly link with the ADP. Trust to work closely with the school to advise on monitoring within EYFS/phonics and reading strategies. KT/RS to support improving greater depth outcomes in maths and writing in Yr 6. |
| Key Review Dates: Trust T & L Review - Oct 18/March 19 Ofsted grade – Aut 18? | | |

| Primary | | |
|---|--|--|
| Headline Accountability Measures | Targets 2018/19 | |
| Key Stage 2 | Expected Standard | Greater Depth |
| | Reading – 75% Writing - 72% Maths - 76% R/W/M – 65% | Reading – 22% Writing - 12% Maths - 27% R/W/M – 12% |
| Key Stage 1 | Expected Standard | Greater Depth |
| | Reading – 75% Writing - 70% Maths - 76% R/W/M - 65% | Reading – 18% Writing - 10% Maths - 18% R/W/M – 10% |
| Phonics | 83% | |
| GLD | 72% | |