



South Gosforth First School

School Development Plan - Overview

2025 - 2026

Priority 1: Curriculum Development

To continue to develop our curriculum offer in order to improve the progress, attainment and learning experiences of our pupils, as well as enhancing the skill set of our staff.

Key Milestones:

- Oracy Focus – To implement effective oracy practice across the curriculum, using a range of key strategies. This will involve devising an oracy progression plan, oracy staff training and CPD, paired work with other schools and TLCs).
- Spelling (Writing) – To review the Year 1 and Year 2 'Little Wandle' phonics programme expectations and tailor this to the needs of our pupils. To implement discrete spelling lessons from Year 2 onwards and introduce the 'Little Wandle' spelling programme. To introduce 'Spelling Shed' to further enhance provision and raise the profile of spelling across school.
- Catherine Burnett, English Subject Leader, is to gain the NPQLL accreditation and use feedback from this programme to inform Literacy provision in school.
- 'Cultural Capital' and Arts Provision – To further develop cultural capital and arts provision through the development of 'Artist / Composer of the Fortnight', Artsmark accreditation, 'Singing Schools' accreditation and 'Leaders for Impact' programme.
- Curriculum – To develop the role of the Subject Leader through specific training and monitoring. Subject leaders to take part in 'Team Teaching' and support / action planning. Subject leaders to focus upon monitoring implementation to evaluate the impact of the planned curriculum. Subject leaders to access regular training and CPD through North Tyneside Local Authority.
- Maths – To continue to develop teaching and learning in Maths, through shared CPD and TLCs
- P.E – To implement regular P.E CPD (through Subject Leader and outside agencies) to develop staff confidence, knowledge and pedagogy.

Priority 2: Personal Development and Inclusion

To further build upon the approaches which we use to cultivate the personal development of our pupils and inclusive practices across school.

Key Milestones:

- Zones of Regulation – To introduce a whole school framework and approach in order to develop pupils' emotional literacy and improve their mental health and wellbeing.
- Restorative and Relational Practice – To continue to embed R&R initiatives with pupils and staff across school
- Adaptive Teaching Programme – Senior Leaders to attend regular CPD on effective adaptive teaching practices and implement these strategies in school to further support vulnerable learners.
- Inclusion Quality Framework – To work towards achieving the 'Inclusion Quality Framework' award and further develop inclusive practices across school.
- NECA Careers Programme – Nicola Renwick to lead on the NECA Careers Programme and use this to develop careers provision for all of our pupils
- SEMH Learning Environments – To make reasonable adjustments to learning environments in school to improve accessibility for all learners ('Enabling Environments', 'Noticing Nature', Staff CPD on cognitive load regarding classroom spaces)
- Year 4 Responsibilities – To develop Year 4 roles and responsibilities in school e.g) librarians, arts ambassadors, digital ambassadors
- School Council – To refine school council meetings to enable pupils to take a lead role in chairing meetings
- OPAL – To secure reaccreditation of the OPAL award in July 2026
- SEND Provision & Rainbow Plans – To train staff to move from 'My SEND Support Plans' to 'Rainbow Plans' and include descriptors of need criteria. To introduce 'Front Page' sheets for specific pupils to ensure that reasonable adjustments and provision in the classroom matches the needs of the children.
- Speech and Language Support – To train up a member of Early Years staff to become a Speech and Language Specialist Practitioner in school in order to provide tailored intervention support for pupils who require this

Priority 3: Infrastructure and Processes

To refine school systems, processes and communications in order to improve efficiency, staff workload and engagement of key stakeholders.

Key Milestones:

- New School Website – To introduce a new, contemporary and innovative school website with improved user navigation in September 2025 and ensure that the contents of it are fully compliant.
- Primary Investment Fund – Senior leaders and SBM, in conjunction with Pete Trumper (Local Authority) to make an application to the Primary Investment Fund in order to improve the school environment and 'First Hello'
- Skylarks Wraparound Care – To start a new school-run wraparound care provision in September 2025. To implement staff training, purchase additional resources, embed booking systems, consult with parents and carers and develop policies and procedures in line with school safeguarding systems.
- Communications - Review frequency and accessibility of communication to parents and carers. Review admissions procedures for new families and ensure that all practices are inclusive. Implement training on EAL and inclusion for all office staff.
- Use of AI – To research and implement AI approaches in order to support staff workload, practices, procedures and efficiencies. Staff training from Julian Hughes (GEM Education) to be accessed in October 2025.
- Governor Engagement – To work alongside FGB to develop governor engagement, impact and accountability through restructuring meetings with an increased focus upon long-term strategy, staff / governor presentations, allocation of additional specific governor roles and pre-meeting requirements (governors to bring laptops / iPads to meetings, come with pre-populated questions, 'open floor' section to openly specific issues arising).



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