



South Gosforth First School

'Roots to grow and wings to fly'

South Gosforth First School

School Development Plan 2025-2026 – Summer Term Update & Impact

South Gosforth First School Development Plan Priorities:

The following priorities have been devised and agreed by the staff and governors of South Gosforth First School. They take into account the school's self-evaluation, data analysis, current educational priorities and the beliefs and opinions of pupils, staff, senior leaders, parents and carers.

Priorities:

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

Priority 2 – Personal Development & Inclusion: To further build upon the approaches which we use to cultivate the personal development of our pupils and inclusive practices across school

Priority 3 – Infrastructure & Processes: To refine school systems, processes and communications in order to improve efficiency, staff workload and engagement of key stakeholders



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

Strand	Action	Who	When	Cost	Impact / Success Criteria	Summer Term Update & Impact
1.1	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).	SLT Teaching staff	Autumn 2 onwards Initial staff meeting 04.11.25		Clear progression plan for oracy skills shared with staff from nursery onwards. SLT to explore best practice across the trust and arrange visits where appropriate. SLT to attend oracy training Staff meeting TLCs have been built in across the year to build staff knowledge and confidence around oracy skills. Staff build in oracy skills into school curriculum. Children use sentence stems, active listening and using subject specific vocabulary within curriculum time.	Oracy Progression Plan and for Oracy policy created and implemented. Oracy training (led by RA) delivered in Spring 1 - Class Teachers have chosen 2 sentence stems for pupils to use across the curriculum when articulating their responses. These were expanded upon in Spring 2 through further training. Impact: Pupils now have these stems embedded and use them without prompting to support their responses and thinking when answering questions. This oracy programme is going to be built upon in 2026-2027 through working alongside North Tyneside Consultant, Eve Morton, who will deliver a programme based upon 'Voice 21'.

1.2	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.	SLT Catherine Burnett - English Lead	Training Day – 24.10.25	English Lead to deliver training on structured spelling sessions in KS2 Introduce Spelling Shed into KS2 to further develop spelling practice and enhance spelling teaching Children to access Spelling Shed as part of their homework English Lead to review Little Wandle provision in KS1 to ensure children are making adequate progress from their relative starting points	‘Little Wandle’ phonics programme reviewed and amended to fit national curriculum expectations. ‘Little Wandle’ streamed catch up provision introduced across Year 2, Year 3 and Year 4 where all support staff deployed to deliver tailored support at set times of day. ‘Spelling Shed’ purchased and this is now being used in KS2 Impact: 93% of pupils in Year 1 passed the Phonics Screening Check in June 2026. 50% of pupils in Year 2 passed the Phonics Screening Check (2 pupils). Pupils’ approaches to spelling have improved across school and this can be demonstrated in Writing books (book scrutinies evidence this).
1.3	Catherine Burnett, English Subject Leader, is to gain the NPQLL accreditation and use feedback from this programme to inform Literacy provision in school.	Catherine Burnett - English Lead	Autumn 1 and throughout the academic year	CB will attend the training sessions as part of the NPQLL programme. CB will deliver training to staff throughout the academic year, based upon feedback from the NPQLL programme. This will inform planning and teaching approaches in Reading, Writing and Phonics across school.	CB is now well into completing the NPQLL accreditation. This will continue partially into academic year 2026-2027. Impact: This has informed the content and quality of training delivered to staff across school, as well as the curriculum documents. This has improved Writing attainment this academic year and percentage of pupils achieving ‘Greater Depth’

1.4	'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.	Art coordinator – Julie Dibb Music Coordinator – Richie Corbishley Rob Adams – Leaders for Impact (Royal Ballet & Royal Opera)	Arts ambassadors introduced Autumn 1 'Take One Picture' – Autumn 2 Artsmark to be completed across the year. Composer & Artist of the Fortnight – Introduced in Spring Term 2026 Singing Schools introduced – 10.12.25 Leaders for Impact Programme – From Spring Term 2026 and throughout the academic year	Arts Subject Lead to develop Arts Ambassadors in school – Year 4 children to be involved in selecting 'Take One Picture' focus and 'Artist of the Fortnight'. DHT and Art Subject Lead to complete 'Artsmark' accreditation Music Co-ordinator to select 'Composer of the Fortnight' Staff to introduce 'Artist/Composer of the Fortnight' in class Staff Meeting – Amanda Bennett to introduce Singing Schools to staff – 10.12.25 Develop Cultural Learning in school through Leaders for Impact project (Project linked to development of the arts and pupil mental health and wellbeing) – Spring Term 2026	Arts Ambassadors are now fully in place and meet fortnightly with Arts Lead. Artsmark Expression of Interest has been submitted. 'Composer of the Fortnight' now up and running across school. 'Singing Schools' training has still not yet taken place – Rescheduled for Autumn Term 2026 RA completed 'Leaders for Impact' programme. Impact: 95% of pupils said that they knew more musicians and composers now (Y1 to Y4) (Pupil Voice – June 2026) RA has started a city-wide arts-based project across the city, based upon the concept of 'Belonging', working alongside a range of local artists and agencies. Next step towards achieving 'Artsmark Gold Award' in place.
1.5	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	Rachael Blackburn Subject Leaders across school	From Autumn Term and Throughout the academic year	DHT to lead on staff meetings / TLCs to further develop the role of the subject leader.	Spring Term monitoring has been delivered and clear action plans created.

	monitoring implementation to evaluate the impact of the planned curriculum. Subject leaders to access regular training and CPD.	Catherine Burnett Amanda Logan Rob Adams			Staff across school to complete action plans for their subject Maths and English co-ordinators to carry out monitoring activities in Autumn Term and beyond PE, English and Science co-ordinators to carry out monitoring in Spring Term Maths, History and Geography co-ordinators to carry out monitoring in Summer Term. SLT to explore wider CPD opportunities in neighbouring local authorities.	Further work and time allocation for subject leadership across the curriculum allocated in Spring and Summer Term Impact: All subject leaders have accessed time to monitor and evaluate their subjects and produce clear action plans to identify strengths to build on and areas for development to make improvements. This has been fed back to staff and improvements have been seen to the quality of written work in books and consistency of delivery of subjects in the classroom
1.6	Maths – To continue to develop teaching and learning in Maths, through shared CPD and TLCs	Amanda Logan Rachael Blackburn Catherine Burnett Kate Rutherford Rob Adams	Throughout the academic year		Maths Lead to attend regular Maths CPD throughout the year (Maths Hub & White Rose) alongside some other teaching staff Support staff across school to attend regular Maths CPD throughout the year (Maths Hub & White Rose) Maths Lead to share key feedback from training to staff in Staff Meeting slots, as well as sharing new curriculum documents Maths Lead to work closely with EYFS Team on EYFS	Maths Lead attends regular CPD each half term and shares this good practice with staff. Support Staff have attended Maths CPD with Richard Brown and also through White Rose. Key feedback shared with staff in Staff Meetings. EYFS Maths Progression plan now completed and in place. Learning Walks carried out in Autumn Term and Spring Term.

					progression plan to ensure that there is adequate coverage of Maths provision in Nursery and Reception which provides the foundations for Maths in Year 1 upwards Maths Lead to carry out learning walks in Autumn and Summer Term and provide appropriate staff support and training linked to feedback from this monitoring.	Impact: 86% of pupils across school (Y1 to Y4) achieved age related expectations in Maths, with 31% achieving 'Greater depth' standard in Summer Term 2026.
1.7	P.E – To implement regular P.E CPD (through Subject Leader and outside agencies) to develop staff confidence, knowledge and pedagogy.	Lindsey Pemberton	Throughout the academic year	F F F	PE Subject Lead to complete final amendments to the PE curriculum documents (informed by 'Get Set 4 PE' and 'The PE Hub') in Autumn 1 – These will be shared, alongside new approaches to PE teaching an assessment on the Staff Training Day on 24.10.25 Staff to assess their pupils on PE skills and track these on our Insight Data Tracker from end of Autumn Term 2025. Monitoring of PE delivery and provision to be carried out by PE Lead in Spring Term 2026 PE CPD provided by Gavin Cree, Katherine Ginns (Local Authority) throughout the academic year PE Lead to attend training throughout the year	P.E curriculum documents are now completed and are being used across school. P.E assessment now in place – End of Unit assessments and termly Insight data tracking are being completed and used to inform subsequent planning and provision. 3 x training sessions provided by Katherine Ginns LA Health Active Lifestyle Team attend school regularly to deliver provision LA assessment team have been out to school to assess all children and have provided training for how to use this assessment data Impact: 95% of pupils across school reached age related expectations in P.E in Summer Term 2026.

					delivered by Newcastle Local Authority (through Silver Level SLA) Local Authority PE Assessment Team to come to school twice per year to carry out assessments of children in PE skills. Staff training will then be provided by Gavin Cree for how to use these assessments diagnostically to inform subsequent PE planning and provision.	
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Priority 2: Personal Development & Inclusion: To further build upon the approaches which we use to cultivate the personal development of our pupils and inclusive practices across school

Strand	Action	Who	When	Cost	Impact / Success Criteria	Summer Term Update & Impact
2.1	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.	Lorraine Damti	Training Day – 01.09.25		Pupils will be able to understand, label and regulate their emotions Clear and consistent displays throughout school Reception to introduce Zones of Regulation in Spring term – pupils will be able to identify which colour/ zone they are feeling Emotional literacy and related vocabulary	'Zones of Regulation' training for the whole staff has been delivered by Lorraine Damti (PSHE Lead) Clear and consistent 'Zones of Regulation' displays have been introduced all across school in classrooms and communal spaces. Reception have introduced 'Zones of Regulation' in Summer Term 'Zones of Regulation' training for parents and carers delivered on 26.02.26

					consistent throughout school between and pupils	Impact: 100% of pupils reported to feeling happy in school in the most recent pupil questionnaire
2.2	Restorative and Relational Practice – To continue to embed R&R initiatives with pupils and staff across school	Rob Adams (lead) All teaching staff	Throughout the academic year		Weekly class circles and whole school family circles become embedded across school Regular staff circles become embedded and encourage problem-solving amongst colleagues Pupils recognise circle family and build confidence and relationships	Class and Family Group Circles have continued and are based upon set questions for the whole school Staff circles have been discontinued Pupils are building positive relationships with their family groups Impact: Relationships across school with pupils across year groups have been cultivated and developed – This can be seen outside at lunch times, where younger children play with older children and seek their help and guidance (OPAL re-accreditation visit – July 2026)
2.3	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.	Rachael Blackburn	Throughout the academic year (initial training in November 2025)		Senior Leaders to lead staff meetings to share strategies – staff to implement strategies for vulnerable learners Senior Leaders to consider resources that would support adaptive teaching practices Identified vulnerable learners are making relevant progress, with support in place (reviewed termly)	RB has accessed a number of adaptive teaching 'Train the Trainer' CPD sessions now and has shared good practice from these with teaching staff as part of the staff meeting schedule. Vulnerable learners progress is being monitored termly in light of adaptive strategies being implemented. Progress and impact tracked on Insight system Impact (SEND Pupils): <u>Reading</u> – 92% of SEND pupils made expected progress or more. 24% made accelerated progress.

						<u>Writing</u> – 88% of SEND pupils made expected progress or more. 20% made accelerated progress. <u>Maths</u> - 96% of SEND pupils made expected progress or more. 32% made accelerated progress.
2.4	Inclusion Quality Framework – To work towards achieving the ‘Inclusion Quality Framework’ award and further develop inclusive practices across school.	Rachael Blackburn Kate Bruce	Throughout the academic year		Senior Leaders to lead audit across school, alongside Local Authority RB and KB to work alongside Sue Alexander to prepare RB and KB to feedback to staff	To be completed in Autumn Term 2026
2.5	NECA Careers Programme – Nicola Renwick to lead on the NECA Careers Programme and use this to develop careers provision for all of our pupils	Nicola Renwick	Throughout the academic year		NR to attend training and feedback to staff – implement across school NR to use audit to identify areas of focus and create an action plan Staff to share career videos with classes to introduce a variety of careers linked to specific lessons Pupils will be exposed to a wider range of careers to inform future choices	NR attended further training in Autumn and SpringTerm NR delivered 2 x training sessions to staff around the use of resources to be shared as part of lesson structures, as well as the Gatsby Benchmark Action Plan Impact: Careers and Aspirations provision in school has been hugely developed. RA and NR have worked with Paul Tallent to develop an action plan for year 2 of the programme which already includes additional visibility of careers as part of the Science curriculum. A questionnaire at the end of the programme (Year 1) has also provided additional information to inform subsequent next steps based around the feedback from the children around job roles etc which they are interested in.

2.6	Year 4 Responsibilities – To develop Year 4 roles and responsibilities in school e.g) librarians, arts ambassadors, digital ambassadors	Amanda Logan Anna Paul Rachael Blackburn	Throughout the academic year		Year 4 pupils to apply for roles across school – year 4 staff to allocate roles Roles to begin by the end of Autumn term Year 4 staff to consider change of roles when appropriate Staff to monitor in their relevant areas	Year 4 responsibilities have been further developed and children are completing a range of jobs across school, including Play Leaders at lunch times to support younger children Impact: Year 4 pupils have responded really well to additional responsibilities across school and they report that this has supported their wellbeing.
2.7	School Council – To refine school council meetings to enable pupils to take a lead role in chairing meetings	Rob Adams Paul Crown	Throughout the academic year – 1 meeting per fortnight		All pupils to feel that they have a voice and are listened to School Councillors to develop a sense of leadership and confidence when talking in a group RA and PC to scaffold meetings and encourage Year 4 school councillors to chair meetings (Spring term)	PC leading school council meetings The role of the Year 4 chairs to be developed in Summer 2 Impact: School council is now more child-led and adults act as facilitators. Year 4 pupils have developed the skills to lead the meetings effectively and take on board what the children want to discuss as part of their agendas.
2.8	OPAL – To secure reaccreditation of the OPAL award in July 2026	Lindsey Pemberton Rachael Blackburn Rob Adams OPAL play team	Throughout the academic year		Non-uniform in October to donate money or resources (repeat termly) Staff to complete resource audit to inform future purchases LP to meet with Year 4 Play Leaders and train them in how to support with OPAL play	Non uniform day took place in October 2025 and April 2026 PTA purchased a range of new resources for OPAL, including 2 x new OPAL sheds and 5 x new welly stores OPAL Link Governor attended in Summer 1 to get an update on OPAL provision Re-launch of OPAL in Summer Term 2 2026

					OPAL reaccreditation team to visit in July and assess	Impact: School achieved Platinum Award for OPAL in our re-accreditation in July 2026.
2.9	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.	Kate Bruce	Autumn Term (Review in Spring term)		KB to deliver staff meeting regarding Rainbow Plans and SMART targets (September 2025). Meeting update in Spring term. KB to review plans termly and discuss any changes necessary KB to introduce Descriptors of Need – staff to update Support Plans accordingly KB to create One Page Pupil Profiles and hand over to staff (SEND folder) KB to complete class observations and ensure reasonable adjustments are in place	KB delivered training around SEND in Autumn Term 2025 and Summer Term 2026. KB introduced one page pupil profiles in Autumn Term 2025. KB has visited classrooms to provide advice and support on SEND provision KB reviews plans termly KB lead on ‘Descriptors of Need’ training in Summer 2 2026 Impact: SEND practices, procedures and documentation has been improved and refined in order to meet the needs of our SEND pupils. This has led to more effective and reflective real-time support of SEND pupils across school. SEND pupils’ data shows: <u>Reading</u> – 92% of SEND pupils made expected progress or more. 24% made accelerated progress. <u>Writing</u> – 88% of SEND pupils made expected progress or more. 20% made accelerated progress. <u>Maths</u> - 96% of SEND pupils made expected progress or more. 32% made accelerated progress.
2.10	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	Rebecca Pearsall	Autumn Term and throughout the academic year		RP to undertake the Elkan / Gestalt Speech and Language Support Programme throughout the academic year	RP has accessed Elkan training sessions to achieve the S&L accreditation

	intervention support for pupils who require this				RP is to work alongside pupils and staff on effective speech and language initiatives which will support our children to make progress in this area.	RP accessing further training on effective implementation of ELKLAN training in Summer 2 Impact: Implementation of ELKLAN training delivered by RP in Autumn Term 2026 (once implementation training has been accessed)
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Priority 3: Infrastructure & Processes: To refine school systems, processes and communications in order to improve efficiency, staff workload and engagement of key stakeholders

Strand	Action	Who	When	Cost	Impact / Success Criteria	Summer Term Update & Impact
3.1	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.	Rob Adams Alex Burke Lucy Parker Jill Hall	By October 2025		The new school website will be live, well organised and fully compliant by October 2025	The new school website is now complete and fully compliant Impact: Feedback from the school community is that the new website looks more contemporary and modern and that it is easier to navigate. Feedback from one parent at new starters meeting was that the website made them choose our school over others.
3.2	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'	Rob Adams Lucy Parker Pete Trumper	By end of Autumn Term 2025		School will have worked alongside Pete Trumper to put together a detailed bid to access money from the Primary Investment Fund School will have accessed local authority Primary Investment Fund budget to develop areas of the school building	Funding for sensory pods, redevelopment of the school sensory room and reconfiguration of other school spaces for a SEND Inclusion unit to be accessed through the SEND department at the Local Authority – Summer 2 2026 and Autumn 1 2026 Impact: Phase 1 and 2 works (Redevelopment of existing sensory room, creation of new sensory room, safe space,

						and small group room) have been approved by the Local Authority. The pods will follow after this once compliant with fire regulations. These works will be carried out in Autumn Term 2026 and Spring Term 2027.
3.3	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.	Rob Adams Lucy Parker Lucy Boomer Caroline McPartlin	By October half term 2025 (for all initiatives to be completed and finalised)		Skylarks new school-run wraparound care breakfast and after school club will be fully set up with appropriate staffing and payment and booking systems implemented.	This is now in place Impact: we are the largest provider of wraparound care in the city and will be taking a number of additional children from September 2026 (additional staff secured and spaces in school)
3.4	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.	Rob Adams Lucy Parker Jill Hall Rachael Blackburn	Spring Term 2026		A reasonable amount of communications with parents and carers will delivered from school and will be manageable, inclusive and accessible for all families.	To be actioned in Autumn Term 2026
3.5	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.	Rob Adams Rachael Blackburn Amanda Logan Catherine Burnett Kate Bruce Lucy Parker	Autumn 2 and Spring Term		AI Training will be delivered to all teaching staff in school (08.10.25) Further AI training will be delivered in-house by school staff by curriculum leads as part of TLC programme Staff across school will be able to use AI resources effectively to support their workload and work-life balance	AI training accessed by all staff Further AI training accessed by specific staff in January 2026 Further training on the use of AI and how it can be used to support workload explored in Summer Term 2 2026 (Clennell) Impact: Staff now readily use AI to support with workload. This has become an embedded part of practice to assist with resourcing.

3.6	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).	Rob Adams Samantha Triggs Mike Howard / Charlotte Hodgson Jane Edminson	From Autumn Term 2025 and onwards		Governor meetings will be re-structured to make efficient use of time and increase governor engagement and participation	Open floor questions for discussion and Post-It Note Planning etc implemented in Autumn Term 2025. Impact: Governor meetings now include much more direct governor involvement, discussion and sharing of opinions. Governors are given the opportunity to be more engaged and active as part of FGB meetings.
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