



Gilbert Colvin
Primary School



School Development Plan 2026-27

- Whole school 'living' document where whole school priorities for improvement are identified and shared with all stakeholders
- It is written with reference to the school's self-evaluation, external reviews and key issues from its last Ofsted inspection
- The plan is not a list of everything which the school will do during the year; instead, it is a list of the key objectives which school leaders need to address if the school is to remain or move towards excellent outcomes for its pupils
- Under each priority are a list of actions to carry out in order to achieve the target, along with success criteria to show impact
- Evidence that the actions have been achieved is recorded on the document; impact of these actions can be recorded
- The School Development Plan is updated and monitored on a regular basis (at least once per term)

Priority 1

Improve the consistency, quality and frequency of enrichment opportunities across all year groups to ensure equity and breadth of curriculum offer.



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Priority 2

Close the disadvantage gap, particularly in reading, through targeted intervention, high-quality teaching and strengthened parental engagement.



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Priority 3

Embed adaptive teaching strategies to ensure all pupils access learning successfully and teachers respond effectively to need.



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Priority 4

Strengthen subject leadership in developing areas, providing coaching and structured support for less experienced subject leaders.



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Priority 5

Increase challenge for high prior attainers, particularly at greater depth, ensuring curriculum planning and classroom practice consistently stretch and extend pupils.



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Priority 6

Strengthen challenge for greater depth writers through improved modelling, targeted feedback, and high-quality writing opportunities



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Strategic Improvement Priorities for 2026/7

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6
Improve the consistency, quality and frequency of enrichment opportunities across all year groups to ensure equity and breadth of curriculum offer.	Close the disadvantage gap, particularly in reading, through targeted intervention, high-quality teaching and strengthened parental engagement.	Embed adaptive teaching strategies to ensure all pupils access learning successfully and teachers respond effectively to need.	Strengthen subject leadership in developing areas, providing coaching and structured support for less experienced subject leaders.	Increase challenge for high prior attainers, particularly at greater depth, ensuring curriculum planning and classroom practice consistently stretch and extend pupils.	Strengthen challenge for greater depth writers through improved modelling, targeted feedback and high-quality writing opportunities.

Key Objectives

Ensure every year group has a balanced programme of trips, clubs and experiences mapped across the year.	Improve reading outcomes for disadvantaged pupils across all phases.	Ensure adaptive teaching strategies are consistently applied across subjects.	Build leadership capacity in foundation subjects.	Improve GDS outcomes in reading, writing and maths.	Strengthen vocabulary, structure and composition.
Strengthen curriculum links so enrichment directly supports learning sequences.	Strengthen early reading foundations, including phonics and vocabulary.	Embed AfL strategies to support real-time adjustments.	Ensure subject leaders can monitor, support and evaluate effectively.	Strengthen challenge in foundation subjects.	Develop oracy to support writing development.
Increase participation among disadvantaged pupils and reduce barriers to access.	Increase reading-for-pleasure engagement among PP pupils.	Strengthen differentiation for	Develop subject-specific assessment	Ensure high attainers are identified early and tracked rigorously.	Strengthen editing and revising processes.

Strengthen communication with families about enrichment.	Ensure PP pupils receive targeted, evidence-informed intervention.	SEND pupils through adaptive approaches.	grids and exemplars (SOLO).	Improve reasoning, problem-solving and independence in maths.	Map meaningful and ambitious cross-curricular writing opportunities.
	Improve parental engagement in reading through workshops and family sessions.	Ensure adaptive teaching is visible in planning, delivery and pupil outcomes.	Strengthen subject leader reports and their use in SLT/governor monitoring.	Strengthen staff confidence in teaching Greater Depth.	Instil high expectations in writing, including handwriting and presentation.
	Use Marc Rowland's Every Child Thriving project to evaluate and refine PP strategy.	Use next steps to consolidate and extend learning.			

And now, over to you...

Feedback:



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GC Experiences Pledge

- Today we are creating our GC Experiences Pledge
- A whole-school promise of what every child will experience by the time they leave Year 6
- This is about equity, ambition and joy

Why an Experiences Pledge?

- Ensures equity - every child gets the same high-quality experience.
- Ensures consistency - enrichment becomes part of our curriculum.
- Ensures ambition - we set out what our children deserve.
- Ensures identity - this becomes part of what makes our school special.
- Helps us plan enrichment proactively, not reactively.

What We're Creating

- A list of guaranteed experiences for each phase:
 - Early Years
 - Key Stage 1
 - Lower Key Stage 1
 - Lower Key Stage 2
- Experiences can be:
 - In-school
 - Out-of-school
 - Outdoor learning
 - Cultural experiences
 - Skills-based experiences

What Makes a Great Experience?

- Memorable
- Meaningful
- Builds confidence
- Broadens horizons
- Supports curriculum learning
- Accessible to *all* pupils
- Something children will remember long after they leave us



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Examples to inspire you...

- Visiting London landmarks
- A West End theatre trip
- Camping overnight/residential
- Cooking on a fire/bushcraft
- A museum sleepover
- Bike riding or cycling proficiency
- A performance on a real stage
- A water-based activity (canoeing, sailing)
- A debate or poetry slam
- Planting, growing and harvesting something
- A community project or charity event
- A visit to a farm
- A science experiment that feels magical

And now, over to you...

- In groups, create a list of experiences for:
 - EYFS
 - KS1
 - Lower KS2
 - Upper KS2
- Aim for a balanced mix: cultural, outdoor, creative, physical, community
- Think big, think bold, think joyful!
- Don't worry about logistics today - today is about ambition!



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