

- 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



School Development Plan 2024/2025

- 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)

Ofsted Priorities – November 2023

Priority 1: The curriculum in some subjects is less well developed and sequenced compared with others, such as mathematics. Leaders should continue to develop and embed their curriculum thinking. They should focus especially on ensuring that pupils build up their knowledge and skills equally well in all subjects.

Priority 2: The school's arrangements for subject leadership are new, with expertise and experience currently being developed. The school should embed its work to develop subject leadership, and ensure that what is taught consistently matches the expectations of the curriculum and enables pupils to achieve highly.

Priority 3: The school's approach to phonics is not delivered consistently well. The school should ensure that all staff are trained to implement the phonics programme with confidence and expertise so that pupils who are learning to read benefit from a consistent approach to developing and practising their phonics knowledge.

Priority 4: Some parents are concerned about how well the school communicates with them. The school should strengthen its communication with parents to support its work on forging close partnerships with families.



Priority 1: Quality First teaching, combined with appropriate challenge, high expectations and constructive feedback, ensures that all groups of children make good progress

Improve the quality of teaching in all subjects

Ensure there is appropriate challenge for all learners in planning, including greater depth learners

Promote and maintain a culture of high expectations and accountability across the school

Provide effective feedback to pupils to support progress

The 'five-a-day' principle



1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.





Priority 2- Embed effective practices in the teaching of reading and writing, with a strong focus on developing early reading and writing skills

Ensure comprehensive and effective phonics teaching across the school

Develop a culture and environment which promotes a love of reading

Foster a love of reading through school-wide initiatives

Provide targeted training for teachers in effective reading and writing teaching strategies

Close the achievement gap in reading and writing for disadvantaged children by providing targeted support and tailored interventions

Have robust systems in place to monitor and evaluate literacy progress



Priority 3: The curriculum is broad, well-developed and carefully sequenced to enable pupils to progressively build their knowledge and skills across all subjects

Ensure there is a clear vision and rationale for the school's curriculum

Implement whole school curriculum overview which ensures curriculum breadth and depth

Plan and integrate enrichment activities that enhance pupil engagement and understanding

Embed schemes of work across subjects

Plan for effective sequencing of skills and knowledge in all subjects



Priority 4 – Strengthen parental engagement and enhance the school's communication with parents to support pupil learning and build a collaborative community

Improve communication channels with parents

Organise school activities that encourage parental engagement

Support effective parent/teacher communication and collaboration

Ensure parents can effectively use the school website as a resource to support their child's learning

Ensure parents have regular opportunities to share their views and provide feedback to the school



Priority 5: Continue to develop leadership at all levels, with a particular focus on strengthening subject leaders' expertise, to ensure teachers receive robust support

Develop subject leaders' expertise

Strengthen leadership support for teachers

Develop effective leadership practices across the school

Develop initiatives to promote health work-life balance and provide tailored professional support for leaders



Priority 6 - Develop the learning environment and curriculum in the EYFS so it meets the needs of all learners

Produce high-quality curriculum planning to ensure that all children make at least good progress

Develop a stimulating and engaging classroom environment that fosters pupil independence and encourages active learning

Ensure that there are robust monitoring and assessment procedures in place

Establish and maintain consistent, regular communication with parents to enhance engagement and support pupil learning

Ensure children have a range of outdoor experiences delivered to them through free-flow provision

Gilbert Colvin Primary School

Provisional Statutory Assessment Headlines

Early Years Foundation Stage/Key Stage 1: Statutory Results 2024

	Pupils meeting the expected standard: Gilbert Colvin	Pupils meeting the expected standard: nationally
EYFS Profile (Good Level of Development)	72%	67%
Phonics Screening (Y1)	78%*	80%

*85% excluding disapplied pupils

Key Stage 2: Statutory Results 2024

	% of pupils meeting expected standard: Gilbert Colvin	% of pupils meeting expected standard: nationally	Average scaled score: Gilbert Colvin	Average scaled score: nationally	% of pupils achieving 'greater depth': Gilbert Colvin	% of pupils achieving 'greater depth': nationally
Reading (test)	77%	74%	104	105	25%	28%
Grammar, punctuation and spelling (test)	82%	72%	109	105	47%	31%
Maths (test)	82%	73%	107	104	40%	23%
Writing (teacher assessment)	79%	72%	N/A	N/A	9%	12%
Science (teacher assessment)	88%	81%	N/A	N/A	N/A	N/A

Key Stage 2: Statutory Results 2024

	Pupils meeting the expected standard: Gilbert Colvin	Pupils meeting the expected standard: nationally	Pupils achieving 'greater depth': Gilbert Colvin	Pupils achieving 'greater depth': nationally
Reading, writing, maths (combined)	67%	61%	9%	8%