



Gilbert Colvin Primary School



School Development Plan 2024-25

The **school development plan** (SDP) is a working document outlining Gilbert Colvin Primary School’s current key priorities. The local authority, staff, governors, parents, children and Ofsted have all been involved in evaluating the school’s performance in order to identify the priorities for the coming years. Our mission statement ‘*At Gilbert Colvin, our aim is to provide a happy and inclusive environment that encourages every child to persevere and achieve their best possible outcome, whilst supporting each other in this shared ambition*’ underpins everything that we do at Gilbert Colvin and is at the heart of the SDP.

Recommendations for improvement from the Ofsted inspection in November 2023 are specifically addressed in the **Ofsted Action Plan**.

School Context

Number of pupils on roll	Number/Percentage of pupils eligible for PP	Number/Percentage of pupils with statement of special educational needs (SEN) or EHC plan
347 (Nursery to Year 6) 319 (Reception to Year 6)	73 pupils (23%)	12 EHCP (4%) 73 SEN (23%)
Percentage of pupils with EAL	Most recent Ofsted grade	
81%	GOOD	
Overall absence 2023-24 (*National data 2022-23)	Persistent absence 2023-24 (*National data 2022-23)	
YR-6 94.28% (*94.1%) Y1-6 94.43%	YR-6 15.8% (*16.2%) Y1-6 15.08%	



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Strategic Improvement Priorities for 2024/5

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6
Quality First teaching, combined with appropriate challenge, high expectations, and constructive feedback, ensures that all groups of children make good progress	Embed effective practices in the teaching of reading and writing, with a strong focus on developing early reading and writing skills	The curriculum is broad, well-developed and carefully sequenced to enable pupils to progressively build their knowledge and skills across all subjects	Strengthen parental engagement and enhance the school's communication with parents to support pupil learning and build a collaborative community	Continue to develop leadership at all levels, with a particular focus on strengthening subject leaders' expertise, to ensure teachers receive robust support	Develop the learning environment and curriculum in the EYFS so it meets the needs of all learners
Key Objectives					
<p>Improve the quality of teaching in all subjects</p> <p>Ensure there is appropriate challenge for all learners, including greater depth learners</p> <p>Promote and maintain a culture of high expectations across the school</p> <p>Provide effective feedback to pupils to support progress</p>	<p>Ensure comprehensive and effective phonics teaching across the school</p> <p>Develop a culture and environment which promotes a love of reading</p> <p>Foster a love of reading through school-wide initiatives</p> <p>Provide targeted training for teachers in effective reading and writing strategies</p>	<p>Ensure there is a clear vision and rationale for the school's curriculum</p> <p>Implement whole school curriculum overview which ensures curriculum breadth and depth</p> <p>Plan and integrate enrichment activities that enhance pupil engagement and understanding</p> <p>Embed schemes of work across subjects</p>	<p>Improve communication channels with parents</p> <p>Organise school activities that encourage parental engagement</p> <p>Support effective parent/teacher collaboration</p> <p>Build a collaborative school community</p> <p>Ensure parents can effectively use the school website as a</p>	<p>Develop subject leaders' expertise</p> <p>Strengthen leadership support for teachers</p> <p>Promote effective leadership practices across the school</p> <p>Develop initiatives to promote healthy work-life balance and provide tailored professional support for leaders</p>	<p>Produce high-quality curriculum planning to ensure that all children make at least good progress</p> <p>Develop a stimulating and engaging classroom environment that fosters pupil independence and encourages active learning</p> <p>Ensure that there are robust monitoring and assessment procedures in place</p>



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	<p>Close the achievement gap in reading and writing for disadvantaged children by providing targeted support and tailored interventions</p> <p>Develop effective writing practices used consistently across the school</p> <p>Have robust systems in place to monitor and evaluate literacy progress</p>	<p>Plan for effective sequencing of skills and knowledge in all subjects</p>	<p>resource to support their child's learning</p> <p>Ensure parents have regular opportunities to share their views and provide feedback to the school</p>		<p>Establish and maintain consistent, regular communication with parents to enhance engagement and support pupil learning</p> <p>Ensure children have a range of outdoor experiences delivered to them through free-flow provision</p>
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