



Gilbert Colvin

Primary School

Parent Forum

School Development Priorities





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You Said, We Did – Highlights

- Improved communication from ISS about school lunches and refurbished infant boys' toilets
- More trips, performances, and themed events
- New website, clearer communication, and monthly forums
- Stable staffing and consistent teaching strategies used
- Broad curriculum with Spanish, computing, and creative learning
- Expanded clubs and subsidised access for eligible pupils
- 'Beyond compliance' safety measures and anti-bullying initiatives
- Celebrations of diversity and inclusive practices
- Continued investment in staff and pupil development



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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School Development Plan 2025-26

- 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

Quality First Teaching, underpinned by adaptive teaching strategies, high expectations, and constructive feedback, ensures that all pupils - including the lowest 20% and those working at greater depth - are able to access the full curriculum and make strong progress.



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Priority 2

The planning and teaching of writing will be consistently ambitious, incorporating greater depth opportunities that challenge higher attaining pupils through rich vocabulary, complex structures, and purposeful composition.



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Priority 3

Strengthen assessment in foundation subjects to enable teachers to accurately identify gaps in pupils' knowledge and skills.

Prioritise key subjects where experienced subject leaders can drive improvement through targeted support, moderation, and curriculum refinement.



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Priority 4

Continue to refine the EYFS curriculum and teaching to ensure a cohesive, high-quality learning experience across Nursery and Reception.

Strengthen collaboration between both year groups to support continuity, shared pedagogy, and smooth transition as the school moves to one-form entry.



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Priority 5

Strengthen pupils' understanding of safe and responsible online behaviour, with a particular focus on fostering respectful digital and real-life interactions.

School will ensure its teaching of online safety is robust, alongside an increased focus on diversity, inclusion, and celebrating what makes people different. This will be embedded across the curriculum and supported through assemblies, PSHE, and parental engagement.



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Priority 6

Establish a targeted SEND nurture provision to support pupils with complex needs who are currently unable to access the full KS1/KS2 curriculum.

This provision will be underpinned by best practice in SEND and evidence-based approaches from the EEF, using pre-key stage standards and personalised learning to promote engagement, emotional regulation, and academic progress.



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Priority 7

Continue to strengthen parental engagement by creating meaningful opportunities for families to participate in school life - including involvement in children's learning, enrichment activities, and fundraising.

Develop clear, shared expectations for positive school/parent interactions, fostering a culture of mutual respect, transparency, and collaboration that supports pupil outcomes and community cohesion.



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Priority 8

With support from the local authority, develop a sustainable business plan that secures the school's financial stability and academic success during its transition to one-form entry. The plan will align resource allocation with educational priorities, ensuring long-term viability and high-quality provision for all pupils.



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And now, over to you...

This is an early draft of our school development plan and many of the actions are still being shaped. We would love to hear your thoughts.

1. Which priority feels most important to you as a parent?
2. Is there anything you'd like to see added or clarified?
3. Do you have any ideas for how parents could support or get involved?



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Parent Questions and Discussion

How can parents help with written tasks?

Scaffold with key sentences, sentence stems, examples of good writing.

Could have resources that support parents on the school website. A parent will send an example from a different school website.

A parent likes the spag.com and maths.co.uk homework. Would like to work on comprehension. Accelerated reader quizzes can be done at home.

A parent suggested that drama be used in lessons – HT said that there was evidence that this is incorporated into some lessons.

A parent said that it would be useful to know which ELGs Reception children are working towards.

A parent asked for ways in which children's confidence can be increased. Another parent suggested libraries with free sessions, clubs, where children can meet other children.