



School Development

Plan

Academic Year

2024 / 2025

Our school development plan aims to.

- Support the whole school community to understand the school's vision
- It provides everyone with a clear understanding of the school's goals and how they will be achieved
- It contains timescales for implementation to ensure accountability
- It allows the school to determine how to effectively use resources to meet goals
- It helps the school to budget and determine spending priorities
- It clarifies the key priorities the school believes are the most important to address at this time

We review everything we do based on assessments, observations, feedback and the needs of our children.

Staff members play a key role in determining our priorities and ensuring their success. Staff development forms a large part of our school improvement process, with staff encouraged to undertake training throughout the year, both internally and externally, and INSET days are planned to enhance teaching and learning.

Priorities are aligned to the Ofsted framework, which ensures we focus on the most important priorities for total school improvement.

Intent statement

At Pear Tree Infant and Walbrook Nursery school, we pride ourselves as being a culturally rich and diverse community that celebrates our distinctiveness. Located in the vibrancy of the inner city, we dedicate our efforts in providing young children with a wealth of skills and knowledge which promote a strong sense of self belief and high aspirations for the future.

Children are actively encouraged to be ambitious, resilient and inventive. Our curriculum philosophy stems from our school value system which facilitates our children with exciting learning opportunities promoting a love of lifelong learning.

Children will leave our establishment with independent learning behaviours derived from a love of reading, a zest for enquiry and problem-based learning and a confidence in collaborative scholarship.

Implementation statement

Our principles for education are firmly based around the acceleration of early reading, writing and mathematics as a foundation for lasting learning. Through the continual adaptation of a half termly topic-based curriculum children have exciting, engaging first hand experiences through which they extend their skills of learning.

Quality first teaching which is based around high expectations for all key groups of children lies as the basis for school success. Every child is facilitated with opportunities to challenge, extend and broaden their knowledge and skills in all areas of the curriculum.

Teachers pride themselves on facilitating enriched, differentiated learning opportunities which they further enhance through providing bespoke guided targeted support. Our school philosophy and ethos derives from this strong belief that quality first teaching accelerates the progress and attainment of children which fosters high aspirations for all.

The understanding of skills and knowledge is measured through the progression and sequencing of end of year age related expectations for each area of the national curriculum. In addition to this a robust adherence to the 'Essential letters and sounds' programme of study and 'Maths no problem' programme of study allows children to deepen and master their knowledge and skills in key aspects of reading, writing and mathematics.

As a school community we value and recognise wholeheartedly the importance of utilising the outdoors in enabling children to excel in all areas of the curriculum. Forest schooling and the daily use of quality outdoor provision for our youngest children signifies our recognition for active play-based exploration as a means to gaining vital skills and knowledge for lasting learning.

Recognising the bespoke needs of our school community we pride ourselves on upholding the recognition of positive behaviours which highlight children's successes, accomplishments and social assets, in preparation for their lifetime learning within the wider community. A robust behaviour system which is consistently applied in all facets of the school celebrates our children and promotes a culture of mutual respect and well-being. All practitioners identify the needs of vulnerable learners and have an understanding of how nurture, resilience and empathy aid quality first delivery. The school prides itself on valuing parents as partners in the education of their children by actively involving all stakeholders in celebrations, events and valued milestones.

Consistency of approach and clearly defined expectations for quality first teaching enables children to have daily opportunities to take part in challenging reading, writing and mathematics learning. The wider curriculum enables our young learners to discover and delve in a host of outdoor learning skills. It cultivates and encourages children to embrace and appreciate music and movement through role play, drama and performance. It recognises and prioritises physical education as an essential component for health and well-being. It facilitates stimulating memories which bring learning to life through experiences that extend and enhance long term retention of skills and knowledge.

It enables children to thrive, excel and enhance sequential learning in a safe, happy and caring community.

Impact statement

Teachers and leaders are resolute in the knowledge that children will evidence progress initially through their social skills of confidence, resilience and perseverance. Children will contribute to the school community and recognise the importance of making good choices.

Teachers and leaders pride themselves in highlighting the development of children's learning through recording and documenting progression in books evidencing high expectations of presentation and learning outcomes.

Senior leaders and middle leaders administer a robust cycle of monitoring through regularly visiting classrooms and learning around the wider school setting. A commitment to regularly viewing children's books to monitor and triangulate teacher assessment judgments alongside conferencing of children's views, thoughts and feelings accumulates a holistic overview of attainment and progress for all key groups of children.

Teachers assess and make judgments towards progress and attainment termly. The moderation and scrutiny of teacher judgments is facilitated through half termly events which include both internal and external support mechanisms. The validity and accuracy of assessment is further monitored through senior leaders holding teachers to account for the progress and attainment of all children by positively promoting high expectations for all key groups of the school community.

Our aims

We aim to:

- Provide equal opportunities for all children.
- Provide teaching and learning of the highest quality.
- Differentiate learning to take account of the needs of each individual.
- Support pupils' physical, mental, social, moral, spiritual and cultural needs.
- Keep all pupils safe from physical and emotional harm.
- Provide a broad, balanced and rich curriculum that prepares children for modern life.
- Enrich children's learning through visits and experiences.
- Embrace the community and make parents part of the school's success.
- Create a friendly, happy atmosphere where good behaviour is the norm and attitudes to learning are positive.
- Achieve the best outcomes for all.

Ofsted

Inspection outcome

The overall outcome of the inspection on 30 November 2022 was:

Good

Quality of education:	Good
Behaviour and attitudes:	Good
Personal development:	Good
Leadership and management:	Good
Early years provision:	Good

Inspection date: 4 May 2023

Outcome

Walbrook Nursery School continues to be an outstanding school.

<p>Last year's key priorities: Academic Year 2023 / 2024</p>	<p>Whole school action</p>
<p>Quality of education – Good</p>	<p>Teachers and teaching assistants will promote high standards of handwriting and presentation in all subjects across the curriculum.</p>
<p>Behaviour and attitudes</p>	<p>All stakeholders will use consistent praise and positivity to aim high for every child every day.</p>
<p>Personal development</p>	<p>All stakeholders will play an active part in empowering children to grow their talents and interests.</p>
<p>Leadership and management</p>	<p>Leaders will empower and support teachers to lead subject areas, so all children retain and recall important knowledge and skills.</p>

Our highlights

<p>EYFS</p> <p>July 2024</p> <p>Data</p>	<p>Good Level of Development 72.5%</p> <p>From a cohort of 80 children assessed in July 2024 using the early years foundation stage profile, 72.5% achieved a good level of development (GLD), a total of 58 pupils.</p> <p>EYFSP good level of development has increased by 3.5% from 69.0% in 2022/23 to 72.5% in 2023/24.</p> <p>This is equivalent to approximately 3 more pupils achieving a good level of development in 2023/24 compared to 2022/23</p>
<p>Year 1</p> <p>Phonics</p> <p>Expected Standard</p> <p>July 2024</p> <p>Data</p>	<p>From a Year 1 phonics cohort of 90 pupils, 86.7% achieved the expected standard of 32, a total of 78 pupils.</p> <p>The average point score for your Year 1 phonics cohort was 35.9.</p> <p>86.7% of your Year 1 cohort achieved the expected standard, 6.1% higher than the National average of 80.6%.</p> <p>This is the equivalent to 5 more pupils achieving the expected standard compared to the National average.</p> <p>The school has been above the National average 3 times in the last 3 academic year(s) for the Year 1 expected standard.</p>

Key priorities for this year: 2024 / 2025

Ofsted key judgement	Whole school action
The quality of education	Children will use high quality <u>spoken language</u> to transfer key knowledge from their long-term memory and apply to new learning.
Behaviour and attitudes	We will develop children's <u>spoken language</u> by actively promoting a true understanding of 'Mutual Respect'.
Personal development	We will develop children's skills of <u>spoken language</u> by improving their understanding of our school mantra 'All About Me'.
Leadership and management	Children will articulate high quality <u>spoken language</u> as integral to their school day.
Early years education	We will as early years practitioners facilitate high quality <u>spoken language</u> as integral to all interactions with children.
<p>Golden Thread</p> <p>Giving Children Time To Talk</p>	

Priority 1: The quality of education

Whole school action						
Children will use high quality spoken language to transfer key knowledge from their long-term memory and apply to new learning.						
Key priorities						
<ul style="list-style-type: none"> • Improve agreed lesson formats to include targeted time for high quality spoken language. • Improve staff understanding of quality spoken language within a teaching and learning context. • Improve stakeholder understanding of spoken language within a whole school context. 						
Priority improvement	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Improve agreed lesson formats to include targeted time for high quality spoken language.	School leaders to share a contextual rationale of new school improvement initiatives with teaching staff and support staff. Why this, Why now? <i>Golden Thread</i> <i>Giving Children Time To Talk</i>	Time cost	Headteacher	Deputy Headteacher	September 4 th 2024 INSET	Ongoing Coaching support on offer to all staff with CPD
Improve staff understanding of quality spoken language	School leaders to Introduce the following targeted talk times within lesson	Time cost				

within a teaching and learning context.	<p>structures and within the school day.</p> <ul style="list-style-type: none"> ➤ Collective talk time ➤ Throw and catch talk time. ➤ Guided talk time. ➤ Captain connectors talk time. ➤ Reciprocal talk time. ➤ Amazing talk time. 		<p>Headteacher Deputy Headteacher Assistant Head Teacher</p>	<p>All Teaching Staff All Teaching Assistants</p>	<p>September 4th 2024 INSET</p>	<p>Ongoing Coaching support on offer to all staff</p>
	<p>School leaders to Implement and embed high quality use of</p> <ul style="list-style-type: none"> ➤ Collective talk time ➤ Throw and catch talk time. ➤ Guided talk time. ➤ Captain connectors talk time. ➤ Reciprocal talk time. ➤ Amazing talk time. <p>As integral to the school day.</p>	<p>Time cost</p>	<p>All school leaders. All teaching staff. All support staff. All administration staff.</p>	<p>5th September 2024</p>	<p>Ongoing school development initiative</p>	
	<p>Teaching staff and support staff to undertake internal CPD with a focus on what quality 'Talk Time' looks like</p>	<p>£200 – resources</p>	<p>Headteacher Deputy Headteacher</p>	<p>4th September 2024</p>	<p>Ongoing school development</p>	

Improve stakeholder understanding of spoken language within a whole school context.	during each of the specified 'Talk Times'		Assistant Head Teacher All Teaching Staff All Teaching Assistants		initiative	
	Teaching assistants to deliver daily 'Time to Talk' speech and language-based resource learning across all classes in reception and key stage one.	£500	Teaching Assistants	Autum Term 2024	Summer Term 2025	
	All teaching staff and support staff to apply the consistent use of <ul style="list-style-type: none"> ➤ Collective talk time ➤ Throw and catch talk time. ➤ Guided talk time. ➤ Captain connectors talk time. ➤ Reciprocal talk time. ➤ Amazing talk time. Within all aspects of the school day.	Time cost	Senior school leaders. Headteacher Deputy Headteacher Assistant Headteacher	Teaching staff. Support staff. Administration staff.	September 2024	July 2025
	All teaching staff and support staff to have access to continued professional	£2000 - Additional resources /	Headteacher	Deputy Headteacher	September 2024	July 2025

	development around facilitating quality 'talk time' as integral to the school day offer.	CPD resources		Assistant Headteacher		
	To plan and deliver bespoke parent / carer workshops to support stakeholder understanding around the importance of quality 'talk time'	Time cost	Headteacher Deputy Headteacher Assistant Headteacher	Teaching staff Support staff Parents / carers Governors	September 2024	July 2025

Priority 2: Behaviour and attitudes

Whole school action
We will develop children's <u>spoken language</u> by actively promoting a true understanding of 'Mutual Respect'.
Key priorities
<ul style="list-style-type: none"> To introduce and embed a consistent comprehension of the school mantra 'Look how we are the same, Look how we are different' To present a consistent approach to teaching PSHE so that all children have the required linguistic skills needed to relay feelings of mutual respect. To introduce a planned structure to playtimes and lunchtimes with a focus on the principles of 'Theraplay'.

Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To introduce and embed a consistent comprehension of the school mantra 'Look how we are the same, Look how we are different'	<ul style="list-style-type: none"> To introduce a new school development initiative through the collective compilation of a whole school visual representation '<i>Look how we are the same, Look how we are different</i>'. To celebrate individual uniqueness as an 	£500 – Additional resources / CPD resources		Headteacher Deputy Headteacher Assistant Head Teacher All Teaching Staff All Teaching Assistants	Autumn term 2024	Embed Long term

Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	ongoing feature of curriculum delivery (PSHE subject led).					
To present a consistent approach to teaching PSHE so that all children have the required linguistic skills needed to relay feelings of mutual respect.	To amend delivery of PSHE lessons with a consistent introductory section with a focus on 'Mutual respect' and how we as world citizens promote this.	Time cost	Headteacher Deputy Headteacher Assistant Head Teacher All Teaching Staff All Teaching Assistants		Autumn term 2024	Embed Long term
To introduce a planned structure to playtimes and lunchtimes with a focus on the principles of 'Theraplay'.	To deliver continued professional development to teaching assistants, midday supervisors and sports personnel around delivery of 'Theraplay'. To monitor the consistency of 'Theraplay' across the reception and key stage one phase groups. To evaluate the effectiveness and impact of 'Theraplay' on children's wellbeing (obtain child's voice).	£250 – INSET Day training costs	Headteacher Deputy Headteacher	All teaching staff All support staff Governors	INSET 4 th Sep 2024	Embed Long term

Priority 3: Personal development

Whole school action
We will develop children’s skills of <u>spoken language</u> by improving their understanding of our school mantra ‘All About Me’.
Key priorities
<ul style="list-style-type: none"> • Empower all children with linguistic skills so that they can express themselves with growing confidence. • Enable children to gain higher order skills in communication to support their journey of becoming responsible community citizens.

Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Enable children to gain higher order skills in communication to support their journey of becoming responsible community citizens.	To rebrand the school council representatives as ‘All about me ambassadors’.	£100 – rebrand costs	Headteacher Deputy Headteacher	Teaching staff	September 2024	Long term School improvement Initiative
	‘All about me ambassadors’ launch to peers a range of specific talk times throughout the school day to improve children’s skills of conversation.	£250 – ‘All About Me’ boxes	Headteacher Deputy Headteacher	Teaching staff	September 2024	Long term School improvement Initiative

Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	<p>All about me ambassadors' launch termly community-based activities to raise the roles and responsibilities of children as community citizens.</p> <p>Children across the reception and key stage one phase groups to visit a local care home to play the 'Time to talk' game with elderly residents.</p>	£200	<p>Headteacher</p> <p>Deputy Headteacher</p>	<p>Teaching staff</p> <p>Support staff</p>	September 2024	Long term School improvement Initiative
Empower all children with linguistic skills so that they can express themselves with growing confidence.	To Introduce an embed an after school 'All about me club' with a focus on speech and language.	£500	<p>Headteacher</p> <p>Deputy Headteacher</p>	Teaching Assistants	Sept 2024	Long term School improvement Initiative

Priority 4: Leadership and management

Whole school action
Children will articulate high quality <u>spoken language</u> as integral to their school day.
Key priorities
<ul style="list-style-type: none"> • School leaders to strategically lead all 'Talk Time initiatives. • School leaders to plan a robust sequence of monitoring tasks with a focus on 'quality talk in the school day'. • School leaders to measure the impact of 'Talk Time' initiatives on teaching and learning. • Driving community links and relationships.

Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
School leaders to strategically lead all 'Talk Time initiatives.	Plan and implement a range of school development strategies under the golden thread. <i>Giving children time to talk.</i>	£200 – Additional resources	Headteacher Deputy Headteacher Assistant Headteacher	All teaching staff All support staff	September 2024	July 2025

Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
School leaders to plan a robust sequence of monitoring tasks with a focus on 'quality talk in the school day'.	<p>To plan and implement a succession of monitoring systems to measure the consistency of 'Talk Time' initiatives.</p> <ul style="list-style-type: none"> ▪ Drop-in days ▪ Learning walks ▪ Pupil progress meetings ▪ Book look processes ▪ Obtaining children's voice ▪ Obtaining staff voice ▪ Obtaining parent/carer voice 	Time cost	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>Assistant Headteacher</p>	<p>All teaching staff</p> <p>All support staff</p>	September 2024	July 2025
<p>School leaders to measure the impact of 'Talk Time' initiatives on teaching and learning.</p> <p>Driving community links and relationships.</p>	<p>To plan and implement a succession of monitoring systems to measure the impact of 'Talk Time' initiatives.</p> <ul style="list-style-type: none"> ▪ Drop-in days ▪ Learning walks ▪ Pupil progress meetings ▪ Book look processes ▪ Obtaining children's voice ▪ Obtaining staff voice ▪ Obtaining parent/carer voice <p>To measure national average end of year age related</p>	Time cost	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>Assistant Headteacher</p>	<p>All teaching staff</p> <p>All support staff</p>	September 2024	July 2025

Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	expectations with key groups of children across all subjects in the curriculum.					

Priority 5: Early years education

Whole school action						
We will as early years practitioners facilitate high quality spoken language as integral to all interactions with children.						
Key priorities						
<ul style="list-style-type: none"> All nursery and reception practitioners to undergo internal continued professional development with a focus on 'spoken word' and how to encourage quality talk in deep level learning play. School leaders to monitor the quantity of adult to child talk during deep level learning play. School leaders to measure the impact of adult to child talk through scrutinising termly assessment data. 						
Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
All nursery and reception practitioners to undergo internal continued professional development with a focus on 'spoken word' and how to encourage quality talk in deep level learning play.	School leaders to plan and deliver internal continued professional development content titled ' <i>Deep level learning play and the quality of talk</i> '.	£1000 – Additional resources/CPD resources	Headteacher Deputy Headteacher Assistant Headteacher	Nursery and reception phase group practitioners	September 2024	July 2025
School leaders to monitor the quantity of adult to child talk during deep level learning play.	School leaders to monitor the quantity and quality of adult to child talk during deep level learning play through,	Time cost	Headteacher Deputy Headteacher	Nursery and reception phase	September 2024	July 2025

	<ul style="list-style-type: none"> ▪ Drop-in days ▪ Learning walks ▪ Pupil progress meetings ▪ Obtaining children’s voice ▪ Obtaining staff voice ▪ Obtaining parent/carer voice 		Assistant Headteacher	group practitioners		
School leaders to measure the impact of adult to child talk through scrutinising termly assessment data.	School leaders to evaluate termly data with a focus on communication and literacy.	Time cost	Headteacher Deputy Headteacher Assistant Headteacher		September 2024	July 2025