

School Development Plan

Academic Year

2025 / 2026



Our School Development Plan Aims

- To support the whole school community to understand the school's vision
- To provide everyone with a clear understanding of the school's goals and how they will be achieved
- To include timescales for implementation to ensure accountability
- To allow the school to determine how to effectively use resources to meet goals
- To help the school to budget and determine spending priorities
- To clarify 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, INSET days are planned to support school development initiatives.

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 understand 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.



Pear Tree Infant & Nursery School

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.

Pear Tree Infant & Walbrook Nursery Inspection Outcomes (2022 & 2023)

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.

Headline Data 2025

In July 2025 69.6% of the reception cohort achieved a good level of development. The school achieved 1.2% above the national average.

In June 2025 86.9% of the year one cohort reached the expected standard in the phonics screening statutory assessments. The school achieved 6.9% above the national average.

The average point score was 36.2 out of 40. 2.8 points above the national average.

At Pear Tree Infant & Nursery leaders strategically plan and implement school development initiatives to address improvement across the EYFS & key stage one.

Key priorities for this year: 2025 / 2026

Golden Thread – Giving children Targeted Time to Talk and learn

<i>Proposed Ofsted key judgements 2025</i>	<i>Whole school action</i>
<ul style="list-style-type: none"> • Leadership and Governance 	<p>Leaders and staff will continue to develop high value oracy opportunities for pupils within all aspects of school design.</p>
<ul style="list-style-type: none"> • Curriculum 	<p>Leaders and staff will adapt curriculum design for the mathematics subject to support progression within number fluency.</p>
<ul style="list-style-type: none"> • Developing teaching • Achievement 	<p>Leaders and staff will refine target teaching for identified pupils to accelerate progress and attainment across curriculum subjects.</p>
<ul style="list-style-type: none"> • Behaviour and attitudes 	<p>Leaders and staff will create opportunities for pupils to learn and use emotion-based vocabulary to support learning behaviours.</p>
<ul style="list-style-type: none"> • Personal development 	<p>Leaders and staff will give pupils greater opportunity to appreciate and experience music and song as part of the school offer.</p>
<ul style="list-style-type: none"> • Inclusion 	<p>Leaders and staff will support the development of communication rich environments to further support fully inclusive practice.</p>
<ul style="list-style-type: none"> • Attendance 	<p>Leaders and staff will refine analysis of persistent absence and target pupils and families with personalised support procedures.</p>

Leadership and Governance

School Action

Leaders and staff will continue to develop high value oracy opportunities for pupils within all aspects of school design.

Key priorities

- To further upskill the workforce in embedding TIME TO TALK initiatives (First Introduced in September 2024).
- To introduce a revised lunchtime procedure with the aim of creating high quality ‘oracy’ opportunities during dining times.
- To introduce a revised KS1 classroom environment format with the sole aim of promoting high value oracy opportunities.
- To introduce ‘target teaching’ opportunities with a focus on oracy (‘**T**argeted **T**ime to **T**alk and learn’).

KEY PRIORITY	ACTIONS & RESPONSIBILITIES	RESOURCING & COSTINGS	DURATION / DATES
Upskill the workforce in embedding TIME TO TALK initiatives (First Introduced in September 2024)	<p>Deputy head teacher (SK) to deliver a succession of follow up continued professional development training sessions to teachers and teaching assistants.</p> <p style="text-align: center;"><u>Focus</u></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 	Funding allocation £500 to replenish resources.	<p>September 2025 INSET reintroduction.</p> <p>Ongoing monitoring.</p> <p>Evaluation and impact gathering summer term 2026.</p>
Introduce a revised lunchtime procedure with the aim of creating high quality ‘oracy’ opportunities during dining times	<ul style="list-style-type: none"> ▪ Headteacher (BS) to introduce a revised lunchtime procedure to teachers, teaching assistants, midday staff and catering staff. ▪ Leaders to deliver ongoing continued professional development to key staff with a focus on Time To Talk during dining times (SK). 	Staffing resource allocated funding.	<p>Introduced to stakeholders in July 2025.</p> <p>September 2025 INSET reintroduction to all stakeholders including newly appointed staff.</p> <p>Ongoing monitoring.</p>

			Evaluation and impact gathering summer term 2026.
Introduce a revised KS1 classroom environment format with the sole aim of promoting high value oracy opportunities	<ul style="list-style-type: none"> • Leaders (BS) to introduce a revised KS1 classroom environment format to teachers and teaching assistants. • Leaders to deliver ongoing CPD to teachers, teaching assistants, midday staff and catering staff with a focus on 'Targeted Time to Talk and learn' throughout the school day. • Leaders (JS & RC) to plan prepare and implement Targeted Teaching Time to Talk initiatives with a focus on phonics, reading and mathematics. • Leaders (BS & SK) to focus performance management procedures on the monitoring of 'oracy' opportunities as a result of revised classroom environments 	Funding allocation £7000 to replenish resources.	<p>Introduced to stakeholders in July 2025.</p> <p>September 2025 INSET reintroduction to all stakeholders including newly appointed staff.</p> <p>Ongoing monitoring.</p> <p>Evaluation and impact gathering summer term 2026.</p>
introduce 'target teaching' opportunities with a focus on oracy ('Targeted Time to Talk and learn')	<ul style="list-style-type: none"> • Leaders (JS & RC) to plan prepare and implement Targeted Teaching Time to Talk initiatives with a focus on phonics, reading and mathematics. • Leaders (JS & RC) to allocate daily sessions within the timetable for TA's to support identified pupils 	Funding allocation £2000 to replenish resources.	<p>September 2025 INSET reintroduction to all stakeholders including newly appointed staff.</p> <p>Ongoing monitoring.</p> <p>Evaluation and impact gathering summer term 2026.</p>

	<p>with 'Targeted Time to Talk and learn.'</p> <ul style="list-style-type: none"> Leaders to prioritise 'Targeted Time to Talk and learn' sessions for the acceleration of number fluency, phonics and reading for the most disadvantaged learners. 		
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Curriculum
School Action

Leaders and staff will adapt curriculum design for the mathematics subject to support progression within number fluency.

Key priorities

- To further refine the delivery of mathematics fluency skills within lesson structures.
- To introduce 'target teaching' for the most disadvantaged pupils with a focus on improving number fluency skills.
- To introduce a number 'fluency passport' as a strategic tool to improve number fluency skills for every pupil.
- To introduce a Mathematics 'Brain Book' as a strategic tool in improving number skills and fluency.
- To provide continued professional development for all staff to deliver quality first teaching of number fluency skills.
- To align external support for the Maths subject leader via the Maths Hub.

KEY PRIORITY	ACTIONS & RESPONSIBILITIES	RESOURCING & COSTINGS	DURATION / DATES
Refine the delivery of mathematics fluency skills within lesson structures	Maths lead (RC) to evaluate and amend the delivery within mathematics lessons to include an adapted 'fluency' focus element.	Funding allocation £1000 to replenish resources.	September 2025 INSET reintroduction. Ongoing monitoring. Evaluation and impact gathering summer term 2026.
Introduce 'target teaching' for the most disadvantaged pupils with a focus on improving number fluency skills	Maths lead (RC) to plan prepare and implement Targeted Teaching Time times to embed knowledge of number skill for identified pupils.	Staffing resource allocated funding.	September 2025 INSET reintroduction to all stakeholders including newly appointed staff. Ongoing monitoring.

			Evaluation and impact gathering summer term 2026.
Introduce a number 'fluency passport' as a strategic tool to improve number fluency skills for every pupil	Maths lead (RC) to plan prepare and disseminate procedural usage of a 'fluency passport' with the aim of further supporting robust assessment and accelerating progress for named pupils.	Staffing resource allocated funding.	September 2025 INSET introduction to all stakeholders including newly appointed staff. Ongoing monitoring. Evaluation and impact gathering summer term 2026.
Introduce a Mathematics 'Brain Book' as a strategic tool in improving number skills and fluency	Maths lead (RC) to plan prepare and disseminate procedural usage of a drafting tool for pupils to build a growing confidence around number skills and fluency.	Funding allocation £1000 to purchase resources.	September 2025 INSET introduction to all stakeholders including newly appointed staff. Ongoing monitoring. Evaluation and impact gathering summer term 2026.
Provide continued professional development for all staff to deliver quality first teaching of number fluency skills	Maths lead (RC) to plan prepare and deliver continued professional development to teaching staff and support staff with a focus on accelerating number skills and fluency.	Staffing resource allocated funding.	September 2025 INSET introduction to all stakeholders including newly appointed staff. Ongoing monitoring. Evaluation and impact gathering summer term 2026.
Align external support for the Maths subject leader via the Maths Hub	Maths lead (RC) to undertake external continued professional development through the Maths Hub resource base.	Staffing resource allocated funding.	September 2025 Ongoing monitoring. Evaluation and impact gathering summer term 2026

Developing Teaching & Achievement
School Action

Leaders and staff will refine target teaching for identified pupils to accelerate progress and attainment across curriculum subjects.

Key priorities

- Leaders to support and prepare teaching assistants in scaffolding practices that promote pupils' learning and ability to learn independently in phonics, discreet reading, and mathematics.
- Leaders to action strategic aims of embedding allocated quality time for oracy within the curriculum.
- Leaders to support EYFS teachers and teaching assistants in scaffolding practices that promote pupil's learning in phonics, writing and number.

KEY PRIORITY	ACTIONS & RESPONSIBILITIES	RESOURCING & COSTINGS	DURATION / DATES
<p>Support and prepare teaching assistants in scaffolding practices that promote pupils' learning and ability to learn independently in phonics, discreet reading, and mathematics</p> <p><i>EEF RESEARCH BASED GUIDANCE MARCH 2025 DEPLOYMENT OF TEACHING ASSISTANTS</i></p>	<p>English lead (JS) to plan prepare and deliver continued professional development to teaching assistants with a focus on accelerating phonics and reading skills.</p> <p>Maths lead (RC) to plan prepare and deliver continued professional development to teaching assistants with a focus on accelerating number skills and fluency.</p>	<p>Staffing resource allocated funding.</p>	<p>September 2025 INSET introduction.</p> <p>Ongoing internal CPD delivery throughout academic year.</p> <p>Ongoing monitoring.</p> <p>Evaluation and impact gathering summer term 2026.</p>
<p>Embed allocated quality time for oracy within the curriculum</p>	<p>Deputy Headteacher (SK) to plan, prepare and deliver a succession of continued professional development sessions for teachers and teaching assistants, with the aim of further embedding 'Targeted Time to Talk' initiatives. (Long term school development planning)</p>	<p>Staffing resource allocated funding.</p>	<p>September 2025 INSET reintroduction to all stakeholders including newly appointed staff.</p> <p>Ongoing monitoring.</p> <p>Evaluation and impact gathering summer term 2026.</p>

<p>Support EYFS teachers and teaching assistants in scaffolding practices that promote pupil's learning in phonics, writing and number</p> <p><i>EEF RECEPTION JIGSAW TRIAL 2025 / 2026</i></p>	<p>Maths lead (RC) to undertake continued professional development (EEF Reception Jigsaw professional development training to improve mathematics teaching quality and outcomes in reception classes)</p> <p>Maths lead (RC) to share learning and good practice with all teachers and teaching assistants within the reception phase group.</p>	<p>Staffing resource allocated funding.</p>	<p>September 2025 INSET introduction to all stakeholders including newly appointed staff.</p> <p>Internal CPD delivery to Reception staff commencing 15th October 2025.</p> <p>Ongoing CPD delivery throughout academic year.</p> <p>Ongoing monitoring.</p> <p>Evaluation and impact gathering summer term 2026.</p>
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Behaviours & Attitudes

School Action

Leaders and staff will create opportunities for pupils to learn and use emotion-based vocabulary to support learning behaviours.

Key priorities

- Leaders to further embed the use of positive affirmations as integral to school practice.
- PSHE lessons to further embed the use of emotion-based vocabulary to support pupils with positive learning behaviours.
- Leaders to further enhance all aspects of relational practice throughout the school community.

KEY PRIORITY	ACTIONS & RESPONSIBILITIES	RESOURCING & COSTINGS	DURATION / DATES
<p>Embed the use of positive affirmations as integral to school practice</p>	<p>Leaders (BS / SK) to monitor as part of planned performance management procedures the frequency and impact of positive affirmations.</p> <p>Leaders to gather pupil voice as an impact measure.</p>	<p>Staffing resource base</p>	<p>September 2025 INSET reintroduction.</p> <p>Ongoing monitoring.</p> <p>Evaluation and impact gathering summer term 2026.</p>

<p>PSHE lessons to further embed the use of emotion-based vocabulary to support pupils with positive learning behaviours</p>	<p>All teaching staff to plan prepare and deliver PSHE lessons inclusive of higher order emotion-based vocabulary.</p> <p>All teaching staff to encourage use of emotion-based vocabulary in all aspects of curriculum delivery.</p> <p>Leaders (BS / SK) to monitor as part of planned performance management procedures the quality of emotion-based vocabulary within all aspects of curriculum delivery.</p>	<p>Staffing resource base.</p>	<p>September 2025 INSET reintroduction to all stakeholders including newly appointed staff.</p> <p>Ongoing monitoring.</p> <p>Evaluation and impact gathering summer term 2026.</p>
<p>Further enhance all aspects of relational practice throughout the school community</p>	<p>Leaders (BS / SK) to revisit the school ethos culture and pledge of relational practice to all stakeholders.</p> <ul style="list-style-type: none"> • Five to Thrive • All About Me • Thera play • Drawing & Talking • Positive affirmations • Emotional Literacy Support Assistance 	<p>Staffing resource base.</p>	<p>September 2025 INSET reintroduction to all stakeholders including newly appointed staff.</p> <p>Ongoing monitoring.</p> <p>Evaluation and impact gathering summer term 2026.</p>

Personal Development

School Action

Leaders and staff will give pupils greater opportunity to appreciate and experience music and song as part of the school offer.

Key priorities

- To collaborative with the Derbyshire Music Hub to facilitate music and song enrichment opportunities.
- To allocate each phase group an opportunity to showcase music and song through performance.
- To develop further community links with the aim of providing music enhancement opportunities for pupils through extra-curricular opportunities.

KEY PRIORITY	ACTIONS & RESPONSIBILITIES	RESOURCING & COSTINGS	DURATION / DATES
Collaboration with the Derbyshire Music Hub to facilitate music and song enrichment opportunities.	Leaders to support music lead (KM) with accessing music and song enrichment opportunities for pupils via city wide partnerships.	Funding allocation for annual subscription (Derbyshire Music Hub)	October 2025 introduction. Ongoing monitoring. Evaluation and impact gathering summer term 2026.
Allocated opportunity for each phase group to showcase music and song through performance	Phase group leaders <ul style="list-style-type: none"> ▪ (LM) EYFS ▪ (RC) Year one ▪ (JS) Year two to plan, prepare and deliver enrichment opportunities for pupils to showcase song and dance as apart of a collective performance to stakeholders.	Staffing resource base	EYFS – December 2025 Nativity performance. Year one – March 2026 festival celebration performance. Year two – July 2026 leavers end of year performance.
Develop further community links with the aim of providing music enhancement opportunities for pupils through extra-curricular opportunities	Leaders (BS) to further enhance community links with the aim of supporting extra-curricular after school music and song-based opportunities for pupils. Leaders (BS) to collaborate with local church members to initiate a singing after school club. Leaders (BS) to align staff deployment with staffing of enrichment after-school singing sessions.	Staffing resource base.	Commencing date October 2025. Ongoing monitoring. Evaluation and impact gathering summer term 2026.

Inclusion
School Action

Leaders and staff will support the development of communication rich environments to further support fully inclusive practice.

Key priorities

- Leaders to further develop learning environments with the aim of enhancing fully inclusive practice
- Leaders to further facilitate speech and language rich environments

KEY PRIORITY	ACTIONS & RESPONSIBILITIES	RESOURCING & COSTINGS	DURATION / DATES
Further develop learning environments with the aim of enhancing fully inclusive practice	<p>Leaders (BS/SK) to support teachers and teaching assistants in developing 'intelligent classrooms' providing accessibility for all pupils encouraging independence of learning.</p> <p>Leaders (SK) to deliver ongoing continued professional development for key stakeholders.</p> <p>Leaders (BS/SK) to monitor as part of planned performance management procedures the classroom / nursery environment as a 'third teacher.'</p> <p>Leaders (BS/SK) to gather pupil voice as an impact measure of the 'intelligent classroom' as a 'third teacher.'</p> <p>All teaching staff to plan prepare and present learning environments through a school agreed format of design.</p>	Funding allocation £2000 to replenish resources.	<p>September 2025 INSET reintroduction.</p> <p>Ongoing monitoring.</p> <p>Evaluation and impact gathering summer term 2026.</p>

Further facilitate speech and language rich environments	<p>Leaders (SK) to redeliver continued professional development to stakeholders with a focus on</p> <ul style="list-style-type: none"> ▪ Communication boards ▪ Same symbol lanyards ▪ Hanen Strategies <p>With the aim of supporting communication and interaction needs of all pupils.</p>	Staffing resource allocated funding.	<p>September 2025 INSET reintroduction to all stakeholders including newly appointed staff.</p> <p>Ongoing monitoring.</p> <p>Evaluation and impact gathering summer term 2026.</p>
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Attendance
School Action

Leaders and staff will refine analysis of persistent absence and target pupils and families with personalised support procedures.

Key priorities

- Leaders to gain knowledge and expertise from the DfE ‘working together to improve school attendance’ guidance.
- Leaders to identify trends in attendance data to action bespoke strategies for named families.
- Leaders to administer personalised plans of action to diminish persistent absence for identified families.

KEY PRIORITY	ACTIONS & RESPONSIBILITIES	RESOURCING & COSTINGS	DURATION / DATES
Gain knowledge and expertise from the DfE ‘ working together to improve school attendance ’ guidance (DfE)	Leaders (BS) to work in liaison with attendance champion (LW) to upskill strategies and initiatives in all aspects of improving attendance data.	Staffing resource base	<p>Commences September 2025</p> <p>Ongoing monitoring.</p> <p>Evaluation and impact gathering summer term 2026.</p>
Identify trends in attendance data to action bespoke strategies for named families	Attendance leads (BS & LW) to access the DfE dashboard data base as a means of addressing trends and challenges.	Staffing resource base.	<p>Commences September 2025</p> <p>Ongoing monitoring.</p> <p>Evaluation and impact gathering summer term 2026.</p>

Administer personalised plans of action to diminish persistent absence for identified families	Leaders, teaching staff, support staff and governors to collectively take responsibility in consistently administering personalised plans of action for identified families	Staffing resource base.	Commences September 2025 Ongoing monitoring. Evaluation and impact gathering summer term 2026.
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Leaders prioritise the effective evaluation of the school development plan by continually monitoring progress. Collecting and analysing data.

Leaders consistently involve the school community.

Leaders track the performance of actions by gathering feedback from stakeholders and adjusting the plan as needed.