

## Park Hill Infant School Priorities for 2024 /2025

What are we working on this year?	What is the goal?	How will we achieve it?
<p style="text-align: center;"><b><u>QUALITY OF EDUCATION</u></b></p> <p>To revisit stimulating, exciting ideas / purposes for writing with a range of genre.</p>	<ul style="list-style-type: none"> <li>● Further improved outcomes for writing at the end of each year.</li> <li>● Pupil interviews show children are aware of the expectations of writing e.g. length, content, spelling, grammar etc</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure there are numerous opportunities for adults to model quality writing during class sessions</li> <li>● All subject leaders (particularly English) / Year Group Leaders to plan opportunities for further enrichment – visitors and visits to further enhance the teaching and learning of their subject</li> <li>● Introduce Helicopter stories project to new Reception cohort – supporting children’s confidence and language development</li> </ul>
<p style="text-align: center;"><b><u>QUALITY OF EDUCATION</u></b></p> <p>To further develop our Music curriculum across the school with a particular focus on composers and children having the opportunity to compose their own music.</p>	<ul style="list-style-type: none"> <li>● Further improved outcomes for music / expressive arts and design at the end of each year.</li> <li>● By the end of the year, every Year 2 child will have had an opportunity to learn to play an instrument (descant recorder)</li> </ul>	<ul style="list-style-type: none"> <li>● Children will participate in local musical events</li> <li>● Year Two children will have specific Recorder lessons, provided by qualified teacher</li> <li>● Music leader to plan opportunities for further enrichment – visitors and visits to further enhance the teaching and learning and appreciation of music</li> </ul>
<p style="text-align: center;"><b><u>BEHAVIOUR AND ATTITUDES</u></b></p> <p>To continue to improve current attendance figures from 2023/24, with a specific focus on reducing term time leave.</p> <p>To continue to maintain low level Persistent Absentee –4.81% (01/09/2023-17/06/2024).</p>	<ul style="list-style-type: none"> <li>● Attendance / Persistent Absence for whole school will continue to improve.</li> </ul>	<ul style="list-style-type: none"> <li>● Meetings with parents for those who need support maintaining attendance above 93%</li> <li>● Clear communication with parents regarding attendance - ‘The importance of good attendance and punctuality’ booklet, our strategy for improving attendance, home school agreement, first concern / awareness letters, meetings with Headship Team / Education Welfare Officer, clear information about differing term dates to PHJS</li> <li>● Early Birds club to support families</li> <li>● School counsellor / Nurture Support Mentor (NSM) offers support and advice for vulnerable / low attenders</li> <li>● ‘Fun Day’ reward for the class with the highest attendance each term</li> </ul>

**PERSONAL DEVELOPMENT**

To embed Zones of Regulation across the school to strengthen our Self-Regulation approach to behaviour.

- There is a calm, positive atmosphere in the school.
- Children show self-awareness of their feelings / emotions and will be able to effectively verbalise how they are feeling.
- Children will know how to self-regulate ensuring they are calm and happy in the school environment – ready to learn. They will be able to ask for help if needed.
- School counsellor / NSM to provide additional 1:1 / small nurture groups for those families/pupils who require support, incorporating Magic room and Nest.
- Implement zones of regulation / colour monster for child led self-regulation. Model through assemblies, circle times etc
- Parent communications / workshops to include ideas to support pupil well-being including Zones of Regulation
- Continue wellbeing strategies to use in every class as part of the Spiritual, Moral, Social and Cultural curriculum. (e.g. Balloon breath, ABC, name your emotion, Tribal classroom etc.)
- Every opportunity will be taken to promote self-regulation e.g. controlling emotions helping pupils to manage and organise their thoughts and convert them into skills used for learning, using Zones of regulation as a tool.

**LEADERSHIP AND MANAGEMENT**

To continue to embed existing and new strategies to maintain / improve staff wellbeing / be mindful of staff workload, support mental health

Ensure leadership at all levels and succession planning remains strong with a particular focus on middle leaders

- The school provides a supportive working environment where all members of staff are supported and valued
- Wellbeing amongst staff is a priority for the school.
- Leaders ensure a climate where issues raised re staff workload are dealt with quickly, appropriately and consistently. As a result, teaching is highly effective across the school, leading to excellent levels of progress for all pupils.
- Leaders at all levels, including new leaders, will maintain the culture that enables pupils and staff to excel.
- Staff insurance provides free physiotherapy, medical appointments, counselling etc for staff who feel they would benefit
- Flu jabs offered to all staff
- All staff will be given individual feedback on specific role and will be clear about areas of strength and development, linked to appraisal. They will be paired with other staff in a coaching/mentoring situation, using and spreading existing talent and developing new outstanding practice
- Team building activities planned for all staff
- Mindfulness days / training for all staff
- Coaching and mentoring between senior and middle leaders
- Regular 1:1 sessions for all staff with leaders focussing on workload and well being
- NASENCO qualification for middle leader– release, mentoring from inclusion manager

## EARLY YEARS

To continue to further develop the learning environment through the use of continuous and enhanced provision in order to maximise learning opportunities across all areas of development.

To ensure rapid gains for pupils assessed as being at risk of falling behind after analysis of baselines in order to achieve a higher target GLD in comparison with predictions from baselines.

- All pupils in Reception are equipped with the key knowledge and skills they need to make progress from their own starting points and to be ready for the next stage of their education.
- Secure transitions for pupils and families joining the school - Parent communication, visit to school, stay and plays, home visits, nursery visits etc.
- EY leader and team to continue adapt / enhance the long term/medium term planning and EY curriculum focusing on outdoor area.
- EY teachers to further develop outdoor learning opportunities through research and training
- Audit of all resources - order new resources where necessary to further enhance indoor/outdoor learning experiences.
- New Baselines to assess children are completed within the first 6 weeks of children joining school
- Plan for trips / enrichment / visitors related to half termly topics for EYFS