

Petersgate Infant School

School Strategic Plan 2024-2025

Priority 1:

To further embed high quality inclusive practice across the school and that the teaching and learning remains good across the school.

Further develop the pedagogical practice and ensure teaching and learning is consistent with the use of learning principles across the school. Working walls and learning environments support the children, especially when learning independently. Handwriting, writing and maths learning journeys will be developed. The wider curriculum offer, with a focus on inclusion and diversity as well as outdoor learning will be developed.

End of year data outcomes for all year groups meet milestone/National targets. Disadvantaged learners or learners with SEND make accelerated progress and achieve well.

Priority 2:

To further develop inclusive practice to ensure that the task design, along with carefully planned interventions within their learning, meets individual needs

To further refine and embed the zones of regulation and behaviour language across the school using the revised behaviour policy. Further improve the bespoke provision which supports inclusive practice. This includes the introduction of a Well-being and Life Skills Lead using outdoor learning, cooking and gardening to support mental health and well-being.

Reported incidents and suspension data shows a reduction over time, including lunchtime behaviour. A package of support around individual children includes bespoke planning and provision.

Priority 3:

To further develop leaders at all levels.

Further develop the roles and responsibilities of the governing body. Further develop and refine the role of the subject leaders. Develop the SEND and inclusive practice across the school to ensure children are making rapid progress from their starting points.

Governors monitor effectively holding the Headteacher and all leaders to account. Subject leaders can show impact within their subject. The gap between disadvantaged and non-disadvantaged has narrowed. The gap between SEND and non-SEND has narrowed. Those children with multiple vulnerabilities make progress from their starting points.

Priority 4:

To continue to ensure all safeguarding practices, systems and processes are further refined and embedded across the school.

Safeguarding systems and process are robust across the school, which includes all aspects of safeguarding and health and safety. Attendance is tracked rigorously. Further embed and refine the PSHE curriculum to ensure aspects of safeguarding are explicitly taught.

Pupil survey indicates that the children are a clear understanding of how to keep themselves safe. Governor minutes demonstrate how safeguarding practices have been monitored, tracked, and actions acted upon. Parent survey indicates that the vast majority of parents feel that their child feels safe in school.