

## Park Hill Infant School Priorities for 2023 /2024

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>1. To revisit our high expectations for writing across the school.</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>● Pupil interviews show children are aware of the expectations of writing e.g. length, content, spelling, grammar etc</li> <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>● Continue Helicopter stories project in Reception – supporting children’s confidence and language development</li> </ul>
<p style="text-align: center;"><b><u>BEHAVIOUR AND ATTITUDES</u></b></p> <p>To continue to improve current attendance / Persistent Absence (below 90%), figures from 2022/23.</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 - ‘Promoting good attendance booklet’, our attendance action plan, home school agreement, first warning / awareness letters, meetings with Headship Team / Education Welfare Officer</li> <li>● Attendance coffee mornings / drop ins for parents / carers</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> </ul>
<p style="text-align: center;"><b><u>PERSONAL DEVELOPMENT</u></b></p> <p>To continue to embed our Self-Regulation approach to behaviour with a focus on vulnerable groups</p>	<ul style="list-style-type: none"> <li>● There is a calm, positive atmosphere in the school.</li> <li>● Children show self-awareness of their feelings / emotions and will be able to effectively verbalise how they are feeling.</li> <li>● 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.</li> <li>● Promoting positive mental health is a priority across the school for pupils, staff and families</li> </ul>	

<p>Continued focus on promoting positive mental health and nurture support for children in need.</p>	<ul style="list-style-type: none"> <li>• School counsellor / NSM to provide additional 1:1 / small nurture groups for those families/pupils who require support, incorporating Magic room and Nest.</li> <li>• Parent communications / workshops to include ideas to support pupil well-being. Develop use of Nest as parent drop in as well as nurture support</li> <li>• Continue wellbeing strategies to use in every class as part of the SMSC curriculum. (e.g. Balloon breath, ABC, name your emotion, Tribal classroom etc.)</li> <li>• 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.</li> </ul>
<p style="text-align: center;"><b><u>LEADERSHIP AND MANAGEMENT</u></b></p> <p>To continue to embed existing and new strategies to maintain / improve staff wellbeing / be mindful of staff workload, support mental health</p> <p>Ensure leadership at all levels and succession planning remains strong with a particular focus on middle leaders</p> <p>Continue to extend leadership support across the borough.</p>	<ul style="list-style-type: none"> <li>• The school provides a supportive working environment where all members of staff are supported and valued</li> <li>• Wellbeing amongst staff is a priority for the school.</li> <li>• 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.</li> <li>• Leaders at all levels, including new leaders, will maintain the culture that enables pupils and staff to excel.</li> <li>• Staff insurance provides free physiotherapy, medical appointments, counselling etc for staff who feel they would benefit</li> <li>• Flu jabs offered to all staff</li> <li>• 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</li> <li>• Create a nurturing environment for staff to use in school for rest breaks</li> <li>• Team building activities planned for all staff</li> <li>• Mindfulness days / training for all staff</li> <li>• Coaching and mentoring between senior and middle leaders</li> <li>• Regular 1:1 sessions for all staff with leaders focussing on workload and well being</li> <li>• Headteacher to complete coaching diploma – coaching others</li> <li>• DHT establish leadership support nationally</li> <li>• NASENCO qualification for middle leader– release, mentoring from inclusion manager</li> </ul>
<p style="text-align: center;"><b><u>EARLY YEARS</u></b></p> <p>To continue to adapt the Early Years Curriculum in light of lessons learned from</p>	<ul style="list-style-type: none"> <li>• All pupils are equipped with the key knowledge and skills they need to make progress and to be ready for the next stage in their education</li> </ul>

**second year of implementation including further development of outdoor area**

**To ensure rapid gains for pupils assessed as being at risk of falling behind after analysis of baselines**

- 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 outdoor resources - order new resources where necessary to further enhance 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