Park Hill Infant School Priorities for 2026 /2027

What are we working on this year?	What is the goal? How will we achieve it?
CURRICULUM / ACHIEVEMENT / DEVELOPING TEACHING Further enhance the quality of writing across the school. • Year Two focus on editing grammar and vocabulary. • Year One focus on sentence structure. • Reception focus on phonetic knowledge / tricky words. To ensure consistency of the White Rose Maths programme across the school following the trial in Year Two last academic year.	• Further improved outcomes in Writing and Maths at the end of the year compared to baselines. Consistency in teaching, progression across year groups and foundational knowledge and skills will be firmly embedded. • Reception will have further opportunities for mark making both inside and outside in their continuous provision; • Children at the end of Year 1 (ability dependent), and in Year 2 have enhanced opportunities to edit and improve their work in spelling, grammar and content; • English leads to visit Wandle (school's chosen Phonics Scheme) hub school for ideas for adapting Phonics/ writing sessions. Amend practice/ resources accordingly; • Continuous training for staff throughout the year focusing on creating exciting writing opportunities for all groups of children; • Audit and revisit Maths resources across the school to ensure effective and best use. Refresh if necessary; • Embed 'Story Maths' fully across the school in all year groups; • Seek external training and online learning with a focus on adapting teaching to meet the needs of all children; • Ensure that maths/ mark making is fully embedded in the outside learning area environment in Reception.
BEHAVIOUR AND ATTITUDES / ATTENDANCE To continue to maintain attendance figures from 2025/26, with a specific focus on reducing / raising awareness of the impact on learning of term time leave.	• Attendance / Persistent Absence (PA) for whole school will be maintained / improved with a reduced number of families taking term time leave. (PA is 90% or below) • SLT / office staff hold meetings with any parents / carers who request term time leave (in addition to the leave request form); • Parent meetings for those at risk of dropping below 93%, or who have recently dropped below 93%, to seek clarification and to offer support; • Attendance letters – first warning / awareness. Second letter inviting to meeting with Headship team. If no improvement, refer to Education Welfare Officer; • Attendance Coffee Afternoons termly;

PERSONAL DEVELOPMENT, WELL BEING AND INCLUSION To further embed use of 'The Good Morning Club' (GMC) to help children self-regulate across the school. Increase knowledge of trauma-informed practice and ensure staff training aligns accordingly in order to support children across the school.	• Children experience a supportive, safe, and nurturing learning environment. • 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. • Staff demonstrate increased confidence and understanding of trauma-informed approaches using specific strategies across the school. • Monitor use and impact of 'The Good Morning Club' (GMC) backpack resource in class and ensure consistency across the school. To be planned in for regular intervals each day to support regulation e.g. Calm backpack after lunch, focus backpack between lessons and connection backpack for times of need; • Re-visit the use of 'calm stations' in classrooms – to be used alongside GMC regulation/ zones/ thinking leaf. This area will contain resources for children to access independently when needed. Children will be taught to use these alongside appropriate strategies to help their regulation; • School Counsellor / Nurture Support Mentor (NSM) to provide additional 1:1 / small nurture groups for those families/pupils who require support, incorporating the Magic room and the Nest; • Parent communications / workshops to include ideas to support pupil well-being including Zones of Regulation, 'The Good Morning Club' etc.; • Continue modelling and using wellbeing/ regulation strategies in every class e.g. Balloon breath, ABC, name your emotion, meditation etc.; • Senior Leaders to undertake extensive 'Trauma Informed practice' training – this will then be rolled out to all staff to build on and enhance strategies already used when children become dysregulated.
Inclusion To continue to empower and upskill our staff team to successfully meet the wide range and increasing SEND needs across the school Continue to adapt and review provision in class for those with SEND,	• Staff demonstrate increased confidence and competence in supporting pupils with SEND. • Effective adaptive teaching strategies are consistently evident in classrooms, ensuring all children have the opportunity to access the learning at their own level • Continue to co-ordinate SEND/ Nurture team to ensure Nest/Starlight Room/ Magic Room are used productively and supportively; • Training re de-escalation techniques for all staff linked to a trauma informed approach; • Relevant cohort specific training for all staff – outreach support, ASD, ADHD; • Daily Attention Bucket time sessions, (Improve focus and attention to task), led by trained staff where needed;

ensuring they access a full curriculum alongside their peers.	• Inclusion Team to visit specialist settings to support parental choice. Utilise these visits to explore outreach support for children who remain in our mainstream setting; • Inclusion Team to continue to work closely with School Nursing Team for advice and support for children with medical conditions/ needs; • Bespoke speech and language interventions led by trained staff.
LEADERSHIP AND GOVERNANCE To integrate current and new strategies aimed at sustaining and enhancing staff wellbeing, while being considerate of staff workload and supporting mental health.	• A positive and supportive school culture is evident across the staff team. • Staff report feeling supported and valued through wellbeing surveys and feedback opportunities. • Workload is monitored and considered when introducing new initiatives and expectations. • Governors demonstrate a commitment to the Headteacher's wellbeing with constructive dialogue around workload and any support required. • Twilight for staff wellbeing – linked to team building, connections and strengthening bonds; • Signpost staff to counselling, physiotherapy, support services etc via staff insurance, as needed; • HT using coaching qualification to coach members of staff and colleagues from other schools; • DHT/ HT access leadership support nationally; • Regular mentoring, supervision and coaching for all staff.
EARLY YEARS To continue to develop the learning environment through the use of continuous and enhanced provision in order to maximise learning opportunities across all areas of development.	• 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 in their education. • Continuous and enhanced provision continues to be planned purposefully and linked to children's needs, interests, and curriculum goals. • Learning environments are stimulating, well-organised, and promote independence, exploration, and engagement. • EY Leader and team to plan for successful transitions for pupils and families joining the school. e.g.: Parent communication, school tour video, visit to school, stay and plays, home visits, nursery visits etc.; • To further develop outdoor learning opportunities through research and training; • Audit of resources (indoor and outdoor), to ensure best use, particularly to further develop the continuous and enhanced provision; • Plan for trips/ enrichment/ visitors related to half termly topics for EYFS.