

Petersgate Infant School

Priority 1:

To ensure that there is high quality of teaching and learning which remains good, with embedded practice across the school for all children.

Develop pedagogical practice, with a focus on task design, variation and adaptation across all subjects.
Ensure the role of LSA is clearly defined and there is a coaching and mentoring programme to support all practitioners.
Ensure consistency across all year groups.

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 meets individual needs.

To further embed the zones of regulation and behaviour language across the school.
Further improve the bespoke provision which supports inclusive practice.
Improve the lunchtime curriculum to support a range of behaviour needs.

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.

Develop the roles and responsibilities of the governing body.
Further develop the role of the subject leaders.
Develop the pupil provision 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 and have delivered CPD across the year to support colleagues and assessment within their subject shows progress.
The gap between disadvantaged and non - disadvantaged has narrowed.

Priority 4:

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 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.