## **Petersgate Infant School**

Priority 1:

Priority 2:

Priority 3:

Priority 4:

To further develop curriculum and teaching approaches across the school which have a positive impact on outcomes and progress.

developing a Petersgate Ordinarily Available Provision and a Palette of Provision for all learners, but especially those with more complex needs.

To further develop inclusive practice by

To further refine and embed the roles and responsibilities of all leaders To intervene quickly and put an improvement plan in place for children at 93% attendance who may be at risk of becoming persistently absent.

To reduce the amount of lost learning time for those attending school late.



Develop the staff understanding, knowledge and expertise around the development and provision for oracy in supporting all learners with their use of vocabulary and speaking and listening skills. Further develop the enhanced provision model in order to give opportunities for depth and challenge, retrieval and over-learning. Use of faded scaffolds and adaptations to deepen and challenge all learners.



To develop an Ordinarily Available Provision/Palette of

Provision for all learners, but especially those with more complex needs to support them in making good or better progress from their starting points.

Develop staff and parent understanding of the revised Behaviour and Relationships policy.

Inclusion and Diversity to be the golden thread across the curriculum so all children have a sense of belonging and feel



Further embed the roles and responsibilities within the management team so a consistent approach is implemented.

Further develop the role of all governors to take an active role in monitoring well-being and welfare of the staff.

Develop links within the community and curriculum to support pupil achievement and well-being.



Attendance is tracked rigorously daily, weekly, monthly. The DfE Banding System will be used to forensically analyse those at risk of becoming severely or persistently absent. Swift intervention will take place to address any attendance or punctuality issues. Key groups will be looked at closely.



End of year data outcomes for all year groups meet milestone predictions/ National targets.

Disadvantaged learners or learners with SEND make accelerated progress and achieve well.



A carefully designed Ordinarily Available Provision and Palette of Provision outlines how all children, especially those with more complex needs are supported in making good or better progress..

Reported incidents and suspension data shows a reduction over time, including lunchtime behaviour.

Staff and parent survey reflect positively the development

Staff and parent survey reflect positively the development support from the Primary Behaviour Service in supporting behaviour.



Impact statements developed by leaders and shared with governors shows impact of their leadership. Staff survey illustrate that staff feel that there is a more consistent approach to leadership within the school.

Governor monitoring and minutes show how they have supported staff well-being and welfare.

Staff survey results show that staff feel supported by all governors.



Attendance data continues to show an improvement in previous years, especially in terms of punctuality and that the Wide Awake Club has had

Parent survey conducted and shows that they understand the importance of good attendance and the procedures the school follows.

As part of the maintenance section of the school improvement plan, safeguarding systems, processes and procedures will be further refined and embedded across the school