

PALFREY INFANTS SCHOOL

2025-2027 FOCUS



Palfrey Infants Governing Body

KEY PRIORITIES



- To work as part of the Forge Brook Trust and their underlying principles
- Our Local Governing Body are committed to self evaluating our school and improving further.
- We aim to work in partnership with parents to ensure we meet our school motto & vision statement.
- Our School Improvement Plan is summarised for parents.



	Whole School Priorities 2025-2027
Quality of Education	<ul style="list-style-type: none"> • WRITING: To further improve writing outcomes through Quality First Teaching using the Talk for Writing model (To improve the children's capacity to compose orally their writing to develop coherent sentences and written pieces to insure an increased & R, Y1, Y2 reach EXS / GDS by July 2026) FBT Objective 1
Quality of Education	<ul style="list-style-type: none"> • SEND: To ensure all subject leads support and challenge the quality of teaching for SEN pupils within their subject . • (Ensure that all children acquire 'sticky knowledge' appropriate to their ability regardless of SEN status. A culture of SEND ownership by all staff will begin to embed. FBT Objective 2
Behaviour/ Attitudes & Personal Development	<ul style="list-style-type: none"> • To review and develop a consistent approach to behaviour management through a fair and consistently applied Behaviour and Relationship Policy and Procedure. • Develop a 'different to' pathway for SEMH complex need pupils. FBT Objective 2 • To review and develop a structured approach to playtimes and lunchtimes to improve pupil interactions to reduce impact on learning time. • Attendance: continue to challenge and support to improve attendance FBT Objective 3
Leadership and Management	<ul style="list-style-type: none"> • Governance – MAT development • Leadership Team – Leading Together Support new Middle Leaders (Subject Leads) to increasingly lead and drive subject improvements FBT 5 • Mentoring of Subject Leaders through SLT coaching & external support (MAT support). FBT Objective 5 • SLT CPD and embed Book Study process to enhance the SSE cycle. (CPD Autumn 2025)
EYFS	<ul style="list-style-type: none"> • To improve outcomes in Communication, Language and Literacy (CLL) through high quality vocabulary teaching by July 2026 (Improve outcomes through high quality vocabulary teaching so that the introduction and etymology of new vocabulary begins to be embedded across school by 2027.) FBT Objective 2
Environment	<ul style="list-style-type: none"> • Ensure that facilities and resources are fit for purpose and support the needs of the curriculum and stakeholders FBT Objective 6

QUALITY OF EDUCATION EYFS



OUR EVIDENCE SHOWS over time

- Pupil progress over EYFS is at least **Good** as pupils enter **below** Age Expectations and **exit broadly in line**.
- Girls outperform Boys in all areas of learning but the gap is not dissimilar to that found in the LA.
- On exit from EYFS pupils were in line with national expectations.
- (Evidence shows **at least GOOD** progress across Foundation Stage

EYFS: PUPILS ENTER NURSERY **WELL BELOW**

EYFS : PUPILS LEAVE RECEPTION **BROADLY IN LINE**

OUR JUDGEMENT:

PROGRESS IS AT LEAST GOOD ACROSS EYFS

EYFS KEY FOCUS 2025-2027



KEY TARGET

Ensure ALL pupils make **at least GOOD progress** from their starting point.

KEY FOCUS FOR FURTHER IMPROVEMENT

To improve outcomes in Communication, Language and Literacy through high quality vocabulary teaching by July 2026

QUALITY OF EDUCATION

KEY STAGE ONE



OUR EVIDENCE SHOWS

YEAR 1 PHONICS: % reaching expected level is **broadly in line with national** through structured Phonics teaching and use of Pupil Premium funding. NOTE : By Y2 pupils attaining expected standard is **in line with national**.

KS1 summary :- Pupils' attainment in **reading, writing and maths is broadly in line** with other local schools. The school can indicate pupils make **at least good progress** and by the time they leave the school their achievement is **at least Good**

- BROADLY IN LINE EXPECTED BY END OF Y2 Reading, Writing, Maths
- PROGRESS IS AT LEAST GOOD FROM ENTRY
- PUPIL PREMIUM PUPILS ATTAIN WELL COMPARED TO SIMILAR (FSM)

TEACHING AND LEARNING PRIORITIES 2025-2027



- Vocabulary continue to embed opportunities for development across the curriculum (Curiosity Cat/ Words Aware) .
- Writing : Develop the Talk for Writing model (CPD focus)
- Foundation Subject Curriculum subject leader School Self Evaluation, focus on SEND.
- Embed subject key skills within our school curriculum.

TEACHING AND LEARNING MODERATION & SSE DEVELOPMENT



SCHOOL PRIORITIES

- To work with Forge Brook Trust and associate schools to share good practice in moderation of writing
- To work with Forge Brook Trust leaders and advisory team to observe, review and improve through challenge and support.
- **Monitoring Foundation Subject Curriculum**
- Foundation Subject Leads: To look at adaptations for SEND pupils across the curriculum.
- Subject Lead Network Meetings (Fridays)

PERSONAL DEVELOPMENT

- We believe our motto 'Happy Children, Aiming High' summarises the values we focus on.
- Our 3 Golden Rules are easy to remember.
- We have a comprehensive personal development programme throughout the school.
- Systems are in place for Social, Moral, Spiritual and Cultural development as part of our wider curriculum.
- We take part in local and national initiatives to ensure our pupils are developing into active citizens for life in modern Britain.

KEY FOCUS:

- **Continue ACE Group opportunities for Year 2**
- **Reinforce BEST Belonging , Enjoying , Succeeding, Together**

Behaviour and Attitudes

- Review the Behaviour and Relationship policy and procedures to ensure consistency
- Develop a 'different to' pathway to support complex needs pupils
- Enhance lunchtime provision through focused activities (Playpod Scrapstore)
- Continue to work with families to improve attendance and reduce persistent absentee

LEADERSHIP AND MANAGEMENT

- LEADERSHIP AT ALL LEVELS IS FOCUSED ON IMPROVEMENT.

KEY TARGETS

- Subject Leaders to be supported through network opportunities
- Consolidate Leadership capacity at all levels, through coaching, mentoring and CPD opportunities.(Leading Together)
- Consolidate Leadership capacity at all levels including Governing Body members through planned CPD.