

DENMEAD INFANT SCHOOL STRATEGIC PLAN 2024- 2025



Our school vision is for the whole school community to be:

Happy together:

...building relationships that enable children and adults to develop the skills to be lifelong learners and responsible citizens, including resilience, curiosity, independence, tolerance, and respect

Growing together:

...creating an environment which is irresistible to learning, where children thrive on challenge, adults are supported and encouraged in their own development and where the best education for all our children is achieved

Aiming high:

...expecting the best of everyone, including children, families, staff, leaders, and governors, and ensuring that each child has access to the opportunities and support needed to be the best they can be

Every day a learning adventure:

...through inspirational teaching and a rich engaging curriculum prepare our children for the next stage of their learning adventure!

Priority 1	To establish a new leadership team with shared vision and values, and agreed responsibilities and accountabilities Rationale Following the retirement of the previous Headteacher (who was also SENDco): * a new Headteacher will be in post from September 2024 * a new SENDCo will be in post from September. Additionally, * a new Maths Subject Leader (new to school) will be in post from September 2024. *English Leadership requires allocation in Autumn term 2024 *Falling birth rate has resulted in a reduced intake from 3 form to 2 form entry – additionally resulting in a decrease in teachers and the removal of TLR posts for year group leaders 1.1 Enable all staff to reflect on school values and vision so that both are embedded into daily school life. 1.2 Develop an effective senior leadership team 1.3 Appoint English and foundation subject leaders
Priority 2	To develop and maintain a whole school culture that promotes the benefits of high attendance for all Rationale Attendance data from end of 2023 / 2024 illustrates: Whole school 95.4% National 94.1% Non disadvantaged 96% National 95% Disadvantaged 92% National 92% Persistent absentees Whole School 12.4% National 17.2% Non disadvantaged 3.5% National 12.7% Disadvantaged 33% National 28% 2.1 Review policy, systems and processes used for monitoring attendance (including lateness) 2.2. Monitor attendance (including lateness) of individuals and cohorts 2.3. Provide support to families of children with attendance that is less than national expectations (including regular lateness) 2.4 Enforce penalties for families of children who are persistently absent
Priority 3	To improve attainment in mathematics so that a greater number of pupils with SEND and PP meet National expectations at ARE and a greater number of pupils meet National expectations at GDS) Rationale - Data from 2023/2024 illustrates: End of Year 2 Maths results 82% ARE+ 20% GDS Data from 2022/2023 illustrates: End of Year 2 Maths results 83% ARE+ 20% GDS The number of children attaining GDS in 23/24 is greater than 22/23 Hampshire and National Data (No stat data 23/24). The number of children meeting ARE has dropped significantly from DIS data 22/23 and is also significantly less than National and Hampshire data (recorded in 22/23) 3.1 Evaluate how effective the Maths Curriculum is at meeting the needs of all children in EYFS and mixed Year 1 and 2 classes 3.2 Teach mathematics through learning journeys using rich tasks over a sequence of lessons so children can embed and apply new skills 3.3 Secure subject knowledge in mathematics

Priority 4	To embed and enhance the classroom environment to support children who have experienced trauma or who have attachment issues Rationale Increasing numbers of children with Social Emotional and Mental Health continue to join Denmead Infant School, including those who have experienced trauma. Specialist ‘trauma’ and ‘thrive’ training has been undertaken by staff members but confidence levels and specialist knowledge remain varied (new staff). Further opportunities to embed strategies and approaches are required. 4.1 Evaluate the effectiveness of SEND provision at meeting the needs of children identified as those with SEND 4.2 Evaluate the effectiveness of provision at meeting the needs of children who have experienced trauma or who have challenges with attachment.
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