

Whitefield Infant School – School Impact Plan Overview 2024-25

School Impact Plan - 2023-24		The Quality Of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	EYFS
	Intent	The quality of education is exceptional, meeting the needs of ALL learners	Continue to ensure behaviour and attitudes are exceptional across the school	Provide an exceptional cultural capital offer, enhancing the life experiences of our children, families and wider community	Leadership at ALL levels share and implement a clear and ambitious culture of excellence	Further strengthen knowledge and understanding of ALL EYFS practitioners in their role in modelling play, supporting social and language development
	Implementation	- Children with SEND achieve the best possible outcomes from their individual starting points. - To develop a consistent approach to modelled talk across school so children gain further skills to communicate effectively. - To further embed the retention of core knowledge across the wider curriculum. - To review our approach to Year 1 learning environments to ensure they are best meeting the developmental needs of the cohort.	- Children make a highly positive and tangible contribution to the life of the school and the wider community. - Attendance remains a high priority for ALL children	- To extend opportunities for children to engage with local community organisations and initiatives, allowing them to see the impact of their efforts first-hand - To continue to create opportunities for children to develop their talents and interests	- The SLT are highly effective in leading, monitoring and evaluating improvement, ensuring high ambition for ALL children. - To further strengthen the strategic role of the Governing board. - To further develop our approach to embedding research and best practice	- Further strengthen the role of the adult in supporting children's social development and facilitating their 'lines of enquiry' within continuous provision. - Ensure all EYFS staff are confident in the early identification of SEND needs, to enable them to adapt the EYFS curriculum effectively, meeting the needs of all learners. - Enhance the knowledge of subject leaders in EYFS practise and provision. - Continue to develop the outdoors as a quality space, enhancing skill development across EYFS. - Further strengthen parental engagement, leading to increased impact on children's achievement whilst aiding transition.

	Impact	• ALL children with SEND are achieving exceptionally well from their starting points • ALL adults are using consistent talk strategies across school, enabling children to communicate effectively. • ALL adults are using consistent strategies to ensure knowledge retention across the wider curriculum. • ALL Year 1 classrooms are using continuous provision effectively to help children deepen and apply their knowledge. • ALL adults are being deployed effectively to best meet the needs of ALL children, despite staffing reductions. • ALL classroom environments are vocabulary rich and technical vocabulary is visible.	• ALL children are playing a key role in creating a positive school environment • Attendance for ALL children is excellent and PA is reduced	• All children and families experiencing a range of curriculum enrichment opportunities to further develop their cultural capital and knowledge and understanding of the world around them. • Extra-curricular activities are attended by all pupil groups, including able and talented, gender, children with SEND and disadvantaged. • High levels of parental engagement in the range of curriculum support workshops offered throughout the year, enabling them to further support their child at home. • All children are able to link our school values with the fundamental British Values.	• All leaders are supporting the drive and ambition of our school teaching models and learning journeys to further improve pupil's ability to know more, remember more and apply more in all subjects in their year group end points, using latest research to guide and support them. • All governors fulfil their roles and responsibilities effectively with a specific focus on link governors and as a result they are able to give clear accounts for the quality of education and offer support and challenge to subject leaders.	• All EYFS staff will be confident in supporting 'lines of enquiry' to enhance the curriculum with children's wider interests. • Subject leaders will be confident in their knowledge of what their subject looks like in EYFS and all can articulate this successfully. • All staff will understand the EYFS curriculum design, to give children the foundational knowledge and understanding they will need for key stage 1. • All parents will have had numerous opportunities to engage in learning with their child across EYFS • Utilise and integrate ICT/ digital media within everyday EYFS teaching practices enabling children to demonstrate their subject knowledge using alternative methods.
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