



## Buryfields Infant School Improvement Plan 2023-24

### Priority 1: Attainment

Children leaving Buryfields – whether at the end of KS1 or not – are achieving their very fullest potential. They have high aspirations for themselves and an overwhelming sense of self-belief and confidence that they can achieve whatever they set their minds to.

- Lesson plans, sequence of plans and units of work across the year are coherent and well-sequenced, ensuring clear links between learning
- Ensure that all children, including the most able are appropriately challenged and are able to apply taught skills and knowledge independently
- Develop children's long term memory
- All children, regardless of their familial reading background and habits, know the joy of stories and information seeking from books.
- Raise the profile of attendance with all stakeholders, ensuring that all are aware of the importance of good attendance and the importance of dealing with low attendance promptly

### Priority 2:

Stakeholders are highly ambitious for all children, but especially for those who are registered for FSM, are Looked After or Post Looked After. These children all make good progress from their starting points and some make accelerated progress.

- Set aspirational and specific targets for all Pupil Premium children at the end of each year.
- Improve transition information about foundation subjects between Buryfields and other schools.
- Refine vocabulary assessments and set aspirational targets for what vocabulary they can gain.

### Priority 3: SEND

Pupils who have special educational needs and/or disabilities make good, sometimes exceptional, progress from their starting points because their needs are identified clearly and they are supported effectively.

Pupils at risk of falling behind are identified quickly and strategies put in place that help them catch up briskly.

- TAs have a clear and identifiable impact on children's learning both in class and interventions
- Successfully involve parents of children with SEND in their education, providing them with appropriate and timely information and support
- All stakeholders are ambitious for children on the SEND register, and are clear about what good progress looks like for specific children
- Continue to develop the inclusivity of all classrooms
- Develop staff confidence/ ability to foster skills and knowledge developed in intervention time in the classroom setting.
- Create a plan for a sensory space in school

### Priority 4: Curriculum

- Ambitious learning journeys across the school are coherently and sequentially planned to allow all children to gain cumulative knowledge, ready for their next phase of learning.

- Plan for and deliver the curriculum so that long term memory of previously taught knowledge is foster
- Curriculum is planned and sequenced coherently
- Develop subject leaders effectiveness and understanding of their subject
- Develop EYs environment so it meets the needs of all aspects of the EYs curriculum
- Embed the new EYs curriculum

### Priority 5: Networking

The school has strong relationships with local pre-schools, feeder schools and cluster schools to enable our practice to be shared and improved. Subject leaders have a clear and ambitious vision for providing high-quality education for all pupils.

- Subject leader liaison between Mayhill Juniors and Buryfields to ensure that there is coherent sequencing of planning from Year 2 to Year 3 in all subject areas
- Instigate network meetings with EYFS leaders in other schools and pre-schools

### Priority 6: Citizenship

The children at Buryfields fully understand their place in the world – both immediate and in the wider community. Our children are able to talk about how they are responsible, respectful and active citizens who contribute positively to their local community.

- Children's voice is developed and heard by school leaders
- Further develop Oaks and Acorns intergenerational group
- Develop the children's understanding of the importance of the local community
- Develop children's understanding of climate change and how they can make a difference