

# St Peter's C of E Primary

## Strategic School Improvement Plan

2019 - 2022



# What we are trying to achieve at St Peter's CE Primary, Bratton: (summary for parents, pupils, staff and governors )

PURPOSE	Vision	Enriching Lives Everyday
	Mission	To enable our school community to learn, achieve and flourish through living 'life in all its fullness'
	Values	Excellence, Nurture, Respect, Integrity, Compassion, Hope

DIRECTION	Strategic Objectives	All teaching secures the best outcomes for every child	Broad and balanced curriculum, taught in an inspirational way with reading at the core drives high standards	Pupils behaviour and attitude are exceptional as a result of staff modelling and development	Personal development – provides consistent care and support to children and families.	Effective and distributed leadership at all levels achieves high standards of attainment and progress
	Priorities and Indicators	High expectations across the school	Planning and assessment	Children's independence, resilience and recognition of each other as individuals	Consistent care and support provided	Distributed leadership

# A purpose for St Peter's CE Primary, Bratton: (summary for parents, pupils, staff and governors )

PURPOSE	Vision	Enriching Lives Everyday
	Mission	To enable our school community to learn, achieve and flourish through living 'life in all its fullness'
	Values	Excellence, Nurture, Respect, Integrity, Compassion, Hope
	For pupils this means: I feel school is a safe place to learn and enjoy my day. Learning is relevant to the world around me and meets my individual needs. I get help if I need it. I know what I need to do next in my learning and am challenged to do this. I like coming to school. I learn about how to prepare for life in Britain today through the school Christian values.	
	For parents this means: I support the Christian ethos of the school. I know how my child is doing at school and have opportunities to ask questions. I know how I can help my child with their learning. The school supports my child and my family. School staff care about my child.	
For staff and governors this means: I support the Christian ethos of the school. I am valued. The school considers my workload. I always look for ways to improve and develop our school and my role within it. I have a unique contribution to make towards every child achieving their potential, both academically and individually.		

## Strategic Objectives

DIRECTION		Strategic Direction		
<p>All teaching secures the best outcomes for every child (how we teach)</p>	<p>Broad and balanced curriculum, taught in an inspirational way with reading at the core drives high standards (what we teach)</p>	<p>Pupils behaviour and attitude are exceptional as a result of staff modelling and development (the ethos)</p>	<p>Personal development – provide high levels of nurture and support for our children and families (the support)</p>	<p>Effective and distributed leadership at all levels achieves high standards of attainment and progress (how we lead)</p>
<p>In every lesson, formative assessment is used to generate feedback and reshape learning. This includes self-assessment. High levels of progress are demonstrate able over time for all children. Children have their individual needs catered for. Pupil’s work across the curriculum is of a consistently high standard.</p>	<p>Planning is flexible, exploits the links between different subject areas and adapts to the needs of groups and individuals. Children acquire a deep knowledge of the areas that they study. Reading of high quality texts is at the core of what we do. The Curriculum ensures children are well prepared for the future including through the sequence, breath and depth of coverage and areas of study.</p>	<p>Pupils consistently demonstrate high levels of respect for areas of commonality and differences with others Pupils behave consistently well. For pupils who struggle, we give intelligent, fair and highly effective action to support them. Bullying, harassment and violence are never tolerated. Pupil are highly motivated and take increasing independence. Pupils care for each other and actively support, encourage and care for each other.</p>	<p>All pupils have access to a wide, rich set of experiences. We go beyond the norm to give children access to a wide, rich set of experiences. We support and develop pupils to be confident, resilient and independent and to develop their own unique character and know they are awesomely and wonderfully made. We provide high levels of nurture and care for children and their family, when they need it.</p>	<p>All leaders accept responsibility for whole school improvement and can talk about the impact they have had on this. Leaders routinely monitor and act swiftly upon information gathered – Leaders take responsibility for improving teaching across the school. Leaders understand the needs of target groups and are able to support teachers in making their classroom practice more effective in order to impact on learning outcome</p>

High expectations across the school	Planning and assessment	Children's independence, resilience and recognition of each other as individuals	Consistent care and support provided	Distributed leadership
<ol style="list-style-type: none"> <li>1. All teaching is good or better. Much is outstanding.</li> <li>2. Consistent, high expectations are evident across the whole curriculum.</li> <li>3. Children who have fallen behind during lock down make accelerated progress to catch up.</li> </ol>	<ol style="list-style-type: none"> <li>1. High quality texts are routinely and consistently used across the curriculum.</li> <li>2. Pupils individual needs are planned and catered for.</li> <li>3. The school reverts to a broad and balanced curriculum is taught in a flexible and inspirational way, with flexibility to continue during a future bubble lock down.</li> <li>4. Formative and summative assessment is continually used to refine learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children quickly settle on the return to school following lock down.</li> <li>2. The number of incidents of prejudice between pupils reduces.</li> <li>3. Children take increasing independence for the next stage in their learning.</li> <li>4. Children consistently engage in home learning, as part of the wide curriculum.</li> <li>5. Children demonstrate resilience in a variety of situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Safeguarding is our highest priority</li> <li>2. Children's individual needs of support are provided for</li> <li>3. Pupils who struggle, have intelligent, fair and highly effective action and support.</li> <li>4. Families are given support when they need it.</li> <li>5. Incidents are investigated fairly and there is a strong culture of social justice</li> </ol>	<ol style="list-style-type: none"> <li>1. Impact driven action planning and reporting, for all subjects especially for SEND, English, Maths and disadvantaged.</li> <li>2. Effective monitoring, relative to our recovery stage, drives improvement and leads to improved outcomes for all pupil groups term by term, year on year.</li> <li>3. Governance demonstrates challenge through appropriate questioning and is particularly relevant to the recovery stage.</li> </ol>