

St Peter's Bratton Church of England Academy Strategic School Improvement Plan

2022 - 2024



What we are trying to achieve at St Peter's Bratton Church of England Academy: (summary for parents, pupils, staff and governors)

PURPOSE	Vision	Enriching Lives Everyday, to enable our school community to learn, achieve and flourish through living 'life in all its fullness' (John 10,10)
	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	Effective and distributed leadership at all levels achieves high standards of attainment and progress
	Priorities and Indicators	High expectations across the school	Assessment for learning. Children learn more, remember more and can do more	Children's independence, resilience and recognition of each other as individuals	Consistent care and support provided to children and families	Whole school involvement

Academy's own judgement of overall effectiveness against Ofsted framework – Good (May 2022)

A purpose for St Peter's Bratton Church of England Academy: (summary for parents, pupils, staff and governors)

PURPOSE	Vision	Enriching Lives Everyday, to enable our school community to learn, achieve and flourish through living 'life in all its fullness' (John 10,10)
	Mission	
	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 and supported 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 LAC members 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

Safeguarding always receives the highest priority.

All teaching secures the best outcomes for every child (how we teach)	Broad and balanced curriculum, taught in an inspirational way with reading at the core drives high standards (what we teach)	Pupils behaviour and attitude are exceptional as a result of staff modelling and development (the ethos)	Personal development (the support)	Effective and distributed leadership at all levels achieves high standards of attainment and progress (how we lead)
<p>Formative assessment is used to generate feedback, reshape learning and identify pre and post teach intervention. This includes self-assessment. High levels of progress are demonstrated over time for all children. Children who are learning below where they should be are making extra progress to catch up. Children have their individual needs catered for. Pupil's work across the curriculum is of a consistently high standard.</p>	<p>All subjects have sufficient time to teach them well and are individually planned with their own subject specific knowledge and pedagogy. Learning links across subject areas where possible. Children acquire a deep knowledge of the areas that they study and can recall this knowledge. 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. Pupils have great enthusiasm for their learning and want to learn and succeed.</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. We work with partner agencies as part of supporting children and families.</p>	<p>All staff accept responsibility for their contribution to whole school improvement. All staff can talk about their individual impact. Subject leaders identify Leaders (inc. subject leaders) routinely monitor and act swiftly upon information gathered Leaders (inc. subject 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>

Safeguarding always receives the highest priority.

High expectations across the school	Assessment for learning. Children learn more, remember more and can do more	Children's independence, resilience and recognition of each other as individuals	Consistent care and support provided to children and families	Whole school involvement
<ol style="list-style-type: none"> 1. All teaching is good or better. Much is outstanding. 2. Consistent, high expectations are evident across the whole curriculum. 3. Children who are not learning where they should be have the right support to help them catch up. 4. All children learn to read. 	<ol style="list-style-type: none"> 1. High quality texts are routinely and consistently used across the curriculum. 2. Pupils individual needs are planned and catered for. 3. The school broad and balanced curriculum focuses on teaching, recall, recall, recall of the subject specific critical knowledge. 4. Assessment for learning is used on a ongoing basis to refine and develop learning. 	<ol style="list-style-type: none"> 1. Children can talk with confidence about what they have learnt in PSHE and RSHE and put this into practice. 2. As a result of this, children demonstrate care, support and tolerance of each other. 3. Children are able to recognise and challenge extremism and inappropriate behaviour at an age appropriate level. 4. Children take increasing independence for the next stage in their learning. 5. Children demonstrate resilience in a variety of situations. 	<ol style="list-style-type: none"> 1. Safeguarding is our highest priority 2. Children's individual needs of support are provided for 3. Pupils who need it have intelligent, fair and highly effective action and support. 4. Families are given support when they need it. 5. Incidents are investigated fairly and there is a strong culture of social justice 	<ol style="list-style-type: none"> 1. Impact driven action planning and reporting, for all subjects 2. Staff receive support and challenge in their roles as leaders of subjects and areas within school. 3. Effective monitoring, relative to our recovery stage, drives improvement and leads to improved outcomes for all pupil groups term by term, year on year. 4. Governance demonstrates challenge through appropriate questioning and is particularly relevant to the recovery stage.