

Brampton Village Primary School Key Priorities 2021 - 2022

Key Area	Key Priorities	Actions and Success Criteria
OUTCOMES <i>The Quality of Education</i> <i>Leadership and Management</i>	a) All staff have consistently high expectations of what pupils can achieve to raise standards. b) All staff receive appropriate support and training to enable them to support pupils effectively. c) Standards in GLD, phonics and reading, writing and maths across the school improve to be at least in line with the new national figures. d) Assessment is accurate across the school and ensures that pupils embed knowledge and make good progress. e) Learning behaviours across the school are positive and engage children in their learning. f) There is good quality work being produced in all areas of the curriculum and across the whole school and this shows good progress. g) All leaders, including governors, have clear roles and responsibilities and carry these out effectively. h) The school's self-evaluation is rigorous and accurate and agreed by all. These inform the school strategic planning. i) The school is prepared for Ofsted. j) Monitoring processes are robust, and effective, including governors. k) There are clear plans in place, which are regularly reviewed, to ensure that Catch Up and Pupil Premium are used to support pupils effectively.	<ul style="list-style-type: none"> - There is evidence from pupil's work that expectations across the school are high and this is validated by both moderation and pupil outcomes. - Standards are monitored throughout the year and are in line with national figures July 2021. - Accurate assessment ensures that gaps are identified and provision is put in place to address them. Assessment processes are reviewed, including the use of NFER and other assessments, along with how Target Tracker is used. Staff understand how to use data to help pupils make progress. - There is clear evidence from monitoring, both by school leaders and Advisers, that learning behaviours are positive. - There is evidence of work from all curriculum areas which is in line with the school's Curriculum Progression document. - Roles and responsibilities for all school leaders are clearly defined, understood and reviewed. - Self-Evaluation is in place and stakeholders are clear about the strengths of the school and areas for further development. - Ofsted is completed successfully with the school maintaining 'Good'. - There is a clear monitoring calendar in place which is reviewed each term. - A Catch Up programme is planned and implemented. - There is a clear plan in place, which is published, for spending the Pupil Premium funding.
CURRICULUM <i>The Quality of Education</i> <i>Leadership and Management</i>	a) To ensure our curriculum is ambitious and meets the needs of all learners. A broad and balanced curriculum is in place which enables all children to make good progress and improves outcomes in foundation subjects. b) Changes to the Early Years curriculum are embedded, across both Brambles and in Reception. c) To ensure that Subject Leaders have a secure understanding of their subjects and the progression of skills is clear. d) Plans are in place to develop the outdoor learning environments.	a) The school's Curriculum Progression document is reviewed to ensure that it meets the needs of all pupils. b) The revised Early Years curriculum is delivered across both Brambles and in reception, ensuring consistency of practice. Work with LA Advisers will have identified areas for further development. c) Subject Leaders will be supported in their role and will have opportunities to monitor work across the school. d) The school environment will support high quality teaching and learning for all pupils.
VALUES <i>Behaviour and Attitudes</i> <i>Personal Development</i>	a) To embed STEPS across the school. a) To review behaviour expectations and systems. b) Leaders and governors have a clear vision and ambition for the school and it is communicated well to all stakeholders. c) To ensure that the safeguarding culture remains strong across the school.	a) The new Behaviour Policy is in place and there is clear evidence that it is having a positive impact across the school. b) Staff receive regular training and updates on implementing STEPS. Inclusion provision across the school supports both pupils and staff. c) The aims and values have been communicated to all stakeholders and are in place. Work with the PSHE Service on Protective Behaviours/Friendships will have been completed and there will be evidence of positive impact.