



School Improvement Plan Priorities 2021-2022

School vision: A centre of excellence for teaching and learning which unlocks the potential of every child through an inclusive, value-based curriculum.

Key Improvement Priorities 2021-2022

<p>Quality of Education Strengths</p> <ul style="list-style-type: none"> • Pupils are offered a curriculum that’s ambitious and designed to give all pupils, the knowledge and cultural capital they need to succeed in life • Provision for SEN and DAP pupils is aspirational, personalised, and effective • The school curriculum is coherently planned and sequenced cumulatively to provide enough knowledge and skills for future learning. • Reading is prioritised within the school curriculum • Quality first teaching is evident across the school • Pupils are exposed to a language rich environment with adults modelling key vocabulary. • Secure remote learning plan in place if required 	<p>Focus</p> <ul style="list-style-type: none"> • Embed across the school a high-quality ambitious curriculum designed to give all pupils the knowledge and cultural capital to succeed in life • Continue to review and implement COVID ‘keep up’ strategy to ensure gaps are addressed without narrowing pupil’s learning experience • Broadening pupils’ education through curriculum development on EDI. • Equality, Diversity, and Inclusion permeates our behaviours and thinking. • Proficiency in reading, writing and spoken language is embedded and consistent across the key stages • Reading for pleasure has a high profile
<p>Behaviour and attitudes Strengths</p> <ul style="list-style-type: none"> • PG has high expectations for pupils’ behaviour and conduct • Pupils model excellent behaviour and conduct. Low level disruption is addressed, and leaders support teachers with this. • The school culture does not tolerate bullying, aggression, discrimination, and derogatory language. Strong policies are in place and children/staff feel that their voice is listened to and appropriate action taken by leaders 	<p>Focus</p> <ul style="list-style-type: none"> • Pupils make a highly positive, tangible contribution to the life of the school and the wider community • Pupils have the inner drive to strive for success across the curriculum and in daily school life
<p>Personal development Strengths</p>	<p>Focus</p> <ul style="list-style-type: none"> • Achieve the National Well-Being Award



<ul style="list-style-type: none"> • School curriculum extends beyond the academic and provides for pupils’ broader development • Work to enhance pupils’ SMSC development is of a high quality • Curriculum and the school’s effective wider work support pupils to be confident, resilient, and independent and to develop strength of character • Pupils engage with views, beliefs and opinions that are different from their own in a respectful manner 	<ul style="list-style-type: none"> • To continue to develop a wide range of extra-curricular activities that allow all pupils to access a range of skills which help develop them as individuals and learners • Further prepare pupils for life in modern Britain
<p>Leadership and management</p> <p>Strengths</p> <ul style="list-style-type: none"> • Strong Senior Leadership Team and BET executive core group • The school leadership structure drives school improvement priorities forward. • Relentless drive for excellence • Safeguarding: culture of vigilance, strong pastoral system, and curriculum links • Pupil Premium funds are used effectively to have an impact on developing children’s academic achievement alongside their physical and emotional well-being 	<p>Focus</p> <ul style="list-style-type: none"> • Maintain effective measures to keep the school and community “COVID ready” • Excellent leadership of curriculum areas ensures that pupils are offered a coherently planned and sequenced curriculum that leads to secure outcomes for pupils. • Embed the BET Trust Model of governance (an active and strategic role in supporting school priorities and holding leaders to account) • Launch BET Futures and assess impact. Embark on the new Early Careers Framework
<p>Quality of education in early years</p> <p>Strengths</p> <ul style="list-style-type: none"> • The quality of early years’ education provided is securely good and outstanding • Staff have high expectations of all pupils • EYFS staff are knowledgeable about the areas they teach and effective CPD is in place to support this. • Reception and Nursery are heavily oversubscribed • The learning environment is stimulating, and provision promotes child led learning • PG children are well prepared for next stage of education. • Early reading, mathematics and teaching of reading are central to the curriculum 	<p>Focus</p> <ul style="list-style-type: none"> • Introduce and implement the new Early Years Framework • Provide targeted support to develop vocabulary, speaking, listening, narrative skills and phonological awareness to aid the development of early reading • Provision planning allows for open-ended, enquiry-based activities that encourage children to develop the effective characteristics of learning



**Pyncroft
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Primary School

