





	AIM	Priority 1	Priority 2	Priority 3	Priority 4
<p style="text-align: center;">Section 1</p> <p style="text-align: center;">Quality of education</p> 	<p>We will provide to ALL pupils knowledge and skills at each stage to ensure they are exceptionally well prepared for the next stage of education.</p>	<p>Intent A shared, embedded and consistent understanding of our coherently planned and sequenced curriculum and its end point, enabling disadvantage to be addressed and providing equality of opportunity.</p>	<p>Implementation Ensuring that all lessons, in each phase, fit with our curriculum intentions, teachers have expert subject knowledge, present information clearly, checking for misconceptions as they teach. All lessons have opportunities for pupils to revisit previous key learning, ensuring key concepts are embedded in the long term memory.</p>	<p>Impact ALL pupils acquire sufficient knowledge, vocabulary and skills for future learning with the majority (exceptions for specific SEND & SEMH needs) reaching national standards at the end of each phase. Pupils' gaps in understanding, knowledge and skills, following the pandemic, are identified swiftly. Interventions are delivered promptly to enhance pupils' capacity to access the full curriculum.</p>	<p>Cultural capital We will equip our pupils with the knowledge, vocabulary and cultural capital experiences needed to succeed. All pupils have access to and engage with online learning that is integrated with in school curriculum to support catch up. All pupils are encouraged to read widely and across all subjects.</p>
<p style="text-align: center;">Section 2</p> <p style="text-align: center;">Behaviour and attitudes</p> 	<p>Behaviour and attitudes to all aspects of school life are exceptional</p>	<p>Behaviour Review the behaviour policy following pandemic to ensure consistency of approach to ensure there all staff maintain high expectations of behaviour for all pupils across all aspects of the school resulting in a calm and orderly environment where low level disruption is addressed immediately not tolerated.</p>	<p>Character development Pupils have positive attitudes to learning and demonstrate pride in all aspects of school. They are resilient when faced with challenges and show respect for each other and all adults. Pupils have access to pastoral support they need through our Nurture provision, to be in a position to learn.</p>	<p>High quality SEN Provision Disadvantaged and vulnerable pupils with SEMH and attachment needs are prioritised for support and accelerated progress. They are supported by well trained staff with access to pastoral team support and nurture provision to enable them to better regulate and manage their behaviour in order to access the full curriculum offer.</p>	<p>Attendance Improve the attendance and punctuality of all pupils especially vulnerable pupils and those with SEND. PA- target 0% Attendance target 97%</p>
<p style="text-align: center;">Section 3:</p> <p style="text-align: center;">Personal development</p> 	<p>Support pupils to develop qualities needed to actively engage with the school and wider community to flourish as future adults.</p>	<p>Safeguarding An excellent culture of safeguarding, which includes clear identification, timely help and rigorous management. Pupils have opportunities to share, age appropriately, their emotional well being. They know how to develop healthy relationships and how to keep themselves safe on line.</p>	<p>Equality UNICEF Rights Respecting programme is embedded; pupils know their rights and responsibilities and are able to express their opinions sensitively and with mutual respect.</p>	<p>Core values A review of Brookburn core values, following consultation with parents, staff and pupils is completed. Brookburn core values are embedded, and applied consistently by staff to support pupils with their mental health and develop strength of character.</p>	<p>Nurture Provision Nurture principles are embedded across school to support pupil mental health and well being. School is successful in achieving the Nurture Award. There is a continued roll out of Nurture approach reflected in classroom environments.</p>
<p style="text-align: center;">Section 4</p> <p style="text-align: center;">Leadership & management</p> 	<p>All leaders have a clear and ambitious vision for providing high quality education, underpinned by shared values, policies and practice.</p>	<p>Curriculum Leaders at all levels demonstrate a secure understanding of important concepts of curriculum design to ensure pupils know more and remember more. Leaders prioritise good progress in the essentials (phonics, and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so pupils read widely, across all subjects and develop their knowledge and vocabulary.</p>	<p>Professional development Subject leaders demonstrate secure understanding of their subject's strengths and areas for development and deliver high quality CPD to support teacher subject knowledge. Teachers receive focussed and highly effective development on metacognition and retrieval practice to support pupils to know more and remember more.</p>	<p>Staff mental health and well being All staff receive mental health and well being training via BUPA mental health package of support. Staff have access to online well-being resources and up to date information to support them in feeling safe in the workplace. There is a mental health first aider and Mental health lead to support positive mental health and well being of staff and pupils.</p>	<p>Governance Developing better links with trust board and academy council and other stakeholders. Continue to develop networks that will support the planned growth of the trust.</p>