

SVP Self-Evaluation Key Priority Areas for School Impact Planning 2021/22

Key priority areas in relation to The Quality of Education.

Overall Statement: Leaders judge The Quality of Education to be Good.

We are meeting all of the requirements of the grade 2 descriptors in terms of our curriculum Intent and Implementation. Whilst there has been good progress in the last 18 months in our school reform, we have not yet seen the full impact of reforms on children's outcomes. Our internal assessments showed that the end of key stage 2 cohorts for 2019/20 and 2020/21 moved closer to the national figures for 2019 in R,W and Ma. The Covid-19 pandemic and subsequent lockdown has had an adverse effect on school reform momentum and pupils' progress, especially in Maths reasoning and problem solving, and Writing. Both these areas of core subjects were more complex to address in lockdown periods. We are working strategically to secure even stronger outcomes in 2021/22. .

In 2021/22 we will be fully embedding the subject leaders' monitoring processes for assuring that the implementation of the sequenced curriculum intent is being implanted effectively and having the intended impact on pupils' outcomes.

We do have evidence of impact in an expanded view of outcomes using the Kirkpatrick Model of Evaluation and as many of our approaches are evidence informed, proxy indicators indicate that outcomes would have significantly improved 2019/2020 and 2020/21 in KS2 had we not had the national pandemic and lockdown. We are currently assessing and working forensically to ameliorate the impact of the Covid lockdown on our children's progress and attainment and have a clear tiered plan for bridging gaps and supporting intervention 2021+.

Our current Year 6 cohort 2021/22 have been subject to high levels of teaching disruption throughout their KS2 education the Pandemic, This cohort also has a high proportion of pupils with SEND. They also had, what current senior leaders view as unrealistically high KS1 TA Outcomes (well above national in 2017/18). These assessments were made in the term before the current Head teacher took up the post and following a period when the school did not have a substantive Head teacher for two full academic terms. This academic year, we will aim high and disaggregate data as appropriate.

Key Priority 1:

(INTENT AND IMPLEMENTATION): Continue to embed SVP's Expeditionary Curriculum intent through assuring the planned curriculum is taught with fidelity. Further embed English across the curriculum, reading, vocabulary instruction (Tier 2 and 3 words) and Oracy, and defined through the curriculum sequence, teaching and formative assessment (implementation) with a focus on progression of children's knowledge and understanding across the curriculum. Refine regular assessment for Foundation Subjects using retrieval practices, low stakes tests and quizzes.

Key Priority 2:

(IMPACT): Accelerate the rates of progress and rapidly raise attainment in writing, mathematics and reading (including phonics) for all groups of children from their starting points, in all key stages and increase numbers of children able to secure the higher standard

Predictions KS2 with FFT 50 Targets : 2021/2022

Targets for 2022 at KS2 are (FFT50)

Subject	FFT 50 Target	EXP	GD
Reading	81%	70%	
Writing	85%	67%	
Maths	86%	60%	
Combined RWM	75%	47%	

Predictions KS1 with FFT 5 targets: 2021/22

Subject	FFT 5 Target	EXP	GD
Reading	61%	60%	
Writing	54%	63%	
Maths	63%	63%	
Combined RWM	47%	50-60%	

EYFSP GLD predictions 2021/22

62 %

Year 1 Phonics screening check targets 2021/22

85%

Key priority areas in relation to Behaviour & Attitudes.

Overall Statement: Leaders judge Behaviour & Attitudes to be Good.

We meet the majority of the grade descriptors for good., Attendance has improved and is generally in line with national. We will to continue to focus on reducing the number of children with historic PA. Children's resilience in learning and learning behaviours, especially commitment to high quality work (and revisions) has improved substantially since 2019. . .

Key Priority 3:

Continue to improve attendance and reduce PA to be in line with national, aligned with fast intervention and Early Help, as required.

Continue to improve attitudes to learning with a focus on all pupils producing high quality work revisions, demonstrating resilience and stamina for learning. Continue to reduce behaviour incidents using self-regulation, Habits of Work and Learning and behaviour culture in the school.

Key priority areas in relation to Personal Development.

Overall Statement: Leaders judge Personal Development to be Good.

The provision for pastoral support and mental-health and well-being are key strengths of the school. The grade descriptors relating to SMSC, healthy eating, age-appropriate relationships and British Values are developing in consistency across the school. Character development is a keystone of our three-dimensional Expeditionary Curriculum where Crew Culture is central to high expectations in academic learning but also in fostering ethical attitudes, an ethic of excellence and commitment to high quality work.

Key Priority 4:

Embed all aspects of SMSC across our Expeditionary Curriculum through further CPD and high-quality evaluation. Resource RSE and PSHE curriculum with No Outsiders programme and Zones of Regulation approach and embed 2021/22.

Key priority areas in relation to Leadership & Management.

Overall Statement: Leaders judge Leadership & Management to be Good.

Whilst leaders currently judge the school to match most of the good grade descriptors, the impact of this is not yet seen in children's outcomes. This is not due to the tenacity of leadership to improve the school but has been impacted by school closures due to the Covid pandemic .

Developing leadership at all levels has been a high priority since the head teacher started in 2018/19. This required full staffing restructure (including two non-class based teacher post redundancies) in 18/19 and reorganising the senior leadership team, subject leadership professional development from Liverpool School Improvement, designing leadership for children, reassigning the role and contracts of Teaching Assistants as part of the Maximising the Use of TA's (MITA) project and being clear that 'empowering leadership' is integral to the schools' wider curriculum and 'crew culture'. The work to date on leadership at all levels was positively reviewed by Challenge Partners in summer 2020. Subject leadership using curriculum teams continues to be an area for further development in 2021/21 due to the impact of the pandemic .

Key Priority 5:

Continue to improve pupils' progress and raise their attainment in reading, writing and mathematics. through developing deeper instruction and increase the proportion of pupils attaining the higher standard in these subjects.

Provide high quality CPD, coaching and mentoring for subject leaders to support them in monitoring the implementation and impact of the curriculum for their subjects, within SVPs Expeditionary Curriculum.

Key priority areas in relation to The Quality of Early Years Education.

Overall Statement: Leaders judge The Quality of Early Years Education to be Good.

Although the EYFS provision is very strong and designed in alignment with child development, we are still developing the complexity of the resources available in our provision and the projects in YR that supports more KUW and cultural capital, our 'curriculum' offer is not yet outstanding. We are rapidly embedding a robust approach to Phonics into Early Spelling, securing greater continuity across the EYFS and into Y1/Y2 but pupil outcomes need further improvement. The use of Literacy Counts Units reading into writing sequence needs to be embedded 2021/22 after the two disrupted academic years.

Key Priority 6:

Further develop provision for early reading – book stock and early writing

Review DfE validated SSF – systematic synthetic phonics programmes for 2022/23

Literacy Counts units are being used throughout the academic year 2021/22 to improve the reading into writing development of our children and sustain high expectations. This includes bespoke units written internally for Nursery. This needs to be embedded 2021/22 after the two disrupted academic years.

Teach feedback and revisions in YR: kind, specific and helpful feedback to promote resilience and grit, and quality work.

Actively promote the development of handwriting patterns / fine motor skills / pencil grips etc to aid correct letter formation

Embed maths mastery approach in EYFS using Rekenreks as part of Teacher Research Group and build on the CPD with subitising in Nursery. Introduce Numbots in Reception Spring term.