



Hierarchy of Strategic Intent Plan 2022-2025

Vision	Our values and beliefs	<p>Our school is a great school built on a core belief that there is more in everybody than we think. We call this belief ‘Learning Without Limits’ and everything we do and say in our school is aligned to this way of thinking and being. Our values are important to us – they help us keep our vision and our integrity to our beliefs. They are embedded in our Habits of Work and learning (HOWLS) which we use to guide us all, daily.</p> <ul style="list-style-type: none"> • we believe in an <u>Ethic of Everybody</u> because a sense of belonging is integral to all our human needs. • We value <u>Respect</u>. We appreciate diversity and we respect our differences. • We value <u>Trust</u>. We are a high trust school – we trust that children will want to learn when the conditions are right for them ; and we trust our staff. • We value <u>Courage</u>. We believe courage is a prerequisite for all leaning and endeavour in life. Without courage the other values don’t work. • And we value <u>Kindness</u> and compassion and try to show this every day in our school
Aims	Our educational aspirations	<p>To embed an ethic of excellence and equity that promotes scholarship, craftsmanship, quality, standards and character throughout our school.</p> <p>To support children in their own personal beliefs and engender values, whilst equally celebrating diversity.</p> <p>To keep children safe from harm and the risk of harm.</p> <p>To educate everybody so that they every child has a love for learning, with the knowledge and skills they need to lead a flourishing life; and have the disposition to help others to do so.</p> <p>To ensure that whenever our children look back on their time at SVP, they will always do so with positive regard for the experience and opportunities they received here.</p>
Goals	Our desired outcomes for children after development effort	<ol style="list-style-type: none"> 1. Pupil progress meetings indicate the vast majority of children will meet the ARE at the end of each year (in Science, and Maths and two-yearly in English) with an increasing proportion of children attaining at Greater Depth from prior attainment. 2. English, and especially Reading and Writing across the curriculum accelerates progress in mastering English PoS for all children. 3. An assessment system, from child-engaged assessment in the classroom to tracker is embedded with validity and reliability, giving good information for everybody relating to progress and attainment and using Fisher Family Trust50 benchmarks. 4. Outcomes for children with SEND, lowest attaining 20%, and disadvantaged children improve at an accelerating rate, as evidenced in their progress meetings and their achievements in PIVATS .

		<p>5. Gaps in learning are identified, addressed and the curriculum revised accordingly 2022-2025.</p> <p>6. Academic Mentoring programme and School Led Tutoring developed for children with widest gap & PPG 2022-2023</p> <p>7. Teaching is consistently developing in strength against the 7C's criteria for 'Expert Teaching', demonstrating more depth to pedagogy and classroom provision, evidenced by coaching observations and scaled self-evaluations of 7C's descriptors.</p> <p>8. Feedback from children indicates they understand the schools' SVP ethos and enjoy school greatly, evidenced by School Council Crew meetings and Pupil questionnaire 2022/23.</p> <p>9. The SVP 'Expeditionary Curriculum' is designed with clear intent and integrated across subjects, sequential, experiential, identifies and uses key vocabulary with the language of concepts (big ideas) to support cross-curricular learning, uses the agreed 'curriculum essentials' to support deep knowledge acquisition, progression, cultural capital and depth in understanding. The curriculum is embedded and positively reviewed (2022/23).</p> <p>10. Safeguarding is updated in line with KCSIE, 2022 and demonstrates an integrated whole school culture with everybody understanding their increased responsibilities for vigilance in keeping children safe from harm. A team approach is established for supervision.</p> <p>11. Attendance continues to improve to be at above+ national and Persistent Absence reduces to be close or below to national.</p> <p>12. The school promotes healthy personal lifestyles and choices.</p>
Targets	<p>The SMART detectable differences in performance indicating we are achieving our goals (<i>USING class aggregated targets & FFT 50 REVIEWED 2022/23</i>)</p>	<p>By the end of 2022/23:</p> <p>ENGLISH:</p> <ul style="list-style-type: none"> • 62% school target and 68% FFT50 of children are Secure at Age Related Expectations (ARE) as expressed in Learning Checkpoints - at the end of Year 1, Y2, Y4 and Y6 in Reading • 61% school target and 71% FFT50 of children are Secure at Age Related Expectations (ARE) as expressed in Learning Checkpoints in Writing. • By 2022/23 ENGLISH outcomes at the end of KS2 are: 68% in Reading; 57% in Writing; 67% in GP&S • By 2022/23 ENGLISH outcomes at the end of KS1 are: 61% in Reading and 54% in Writing • By 2022/23 PHONICS SCREENING Check outcomes to be: 80-85% <p>MATHS:</p> <ul style="list-style-type: none"> • By 2022/23, 61% school target and 74% FFT50 of children are Secure at Age Related Expectations (ARE) at the end of Year 1 - Y6 in Mathematics as expressed by Learning Checkpoints • By 2022/23 MATHS outcomes at the end of KS2 are 70% Expected+ • By 2022/23 MATHS outcomes at the end of KS1 are 61% Expected + <p>SCIENCE:</p> <ul style="list-style-type: none"> • By 2022/23, 76% of children are Secure at Age Related Expectations (ARE) at the end of Year 2, Y4 and Y6 in Science. <p>COMBINED:</p> <ul style="list-style-type: none"> • By 2022/23, at least 57%+ achieve the expected national standards in Combined English and Maths SATs tests at KS2 and • 52%+ at KS1. <p>PROGRESS:</p>

		<ul style="list-style-type: none"> By 2022/23 at least 70-75% of children make appropriate progress to ensure they will meet the attainment goals above in each subject against Learning Checkpoints and Progress Scaled Scores improve from 21/22 outcomes in Reading, Writing & Maths to be in line to national. By 2022/23 outcomes for children identified with SEND in English and Maths, demonstrates they are making good progress within PIVATs. By 2022/23 outcomes for children identified as disadvantaged (PPG) in English and Maths, demonstrates we are 'Diminishing the Difference' between PPG children and non-PPG By 2022/23 Attendance improves to be consistently 95+% and PA continues to decrease to be close to national or below.
Educational Strategy	The major development focussed on goals or 'what are we doing'	<ol style="list-style-type: none"> Embed role of the school's own attendance strategy and officer role to reduce PA and increase attendance. SVP's Learning without Limits strategy and approaches are embedded by school – SVP Core Practices, Academic Mentoring 2022/23, School Led Tutoring 2022/23, Deeper Instruction programme 2022-25. SVP broad, balanced, sequential Expeditionary Curriculum designed to support internal motivation (IM) factors, mastery of deeper knowledge & skills, character and cultural capital (see Subject Action Plans, Subject Progression planning, Project Narratives, learning pathway plans, project boards and loops of learning, subject monitoring evidence) Continue to embed SVP Child-Engaged Assessment model using Group Critique, use of Rubrics, review Feedback Policy, Deeper Instruction and secure consistent use of Personal Best Books for ipsative progress 2022/23. Review and further improve use of key Protocols as check for understanding Expeditionary Learning Coordinator post to be embedded 2022/23. <p>Continue to develop subject leaders and curriculum teams to monitor and evaluate implementation and impact of SVP Expeditionary Curriculum. Focussed CPD priority 2022/23: Art & Design, Computing, DT and Science.</p> <ol style="list-style-type: none"> Introduce Subject Literacies within subject leadership and CPD – Read, write and think like a... Embed use of Writing Frames to support children's understanding of substantive concepts in subjects. Writing & Oracy – focus on overt and planned vocabulary instruction in all areas of curriculum; improve whole school transcription: spelling performance using Spelling Frame, handwriting; develop consistent use of 'close reading' strategy. Continue to promote a stronger Reading Culture across the whole school - reading spine created and introduced 21/22, continue to develop book stock quality, continue to resource school library, embed Anchor Texts & Class Readers in projects, grow teachers knowledge of high quality children's fiction and non-fiction, systemic use of Reading Plus programme and embed new DfE approved phonics programme Little Wandle 22/23. Introduce OPAL play and gain Sports Mark Silver Award to support healthy lifestyle and well-being. Embed 7C's Expert Teaching model to improve the consistency or expert & effective teaching using coaching or mentoring model – develop Lesson Study for peer learning. Continue to develop EYFS provision with high expectations, using Montessori resources related to geography and science alongside staff CPD, to grow vocabulary and KUW. Embed Literacy Counts units in Nursery and YR to improve Writing outcomes at the end of EYFS. Continue teaching children self-regulation and strengthening their learning behaviours and metacognition using Zones of Regulation. Continue to embed the new RSE curriculum with No Outsiders programme and develop leadership of this – JD & SM 2022/23 joint leadership

		<p>17. Continue to run Early Bird Clubs (8.30-8.55am, invitational for lowest 20% and School Led tutoring clubs 3.30-4.15pm) focussed on 'diminishing difference' for children identified as lowest attaining 20% in R, W and M using evidence practice interventions (Little Wandle keep up units, Reading Plus (reading efficiency), Numbots. Children remain in class for Quality First teaching whenever possible.</p> <p>18. Mastery in Maths approach: EYFS – introduce White Rose new planning for Nursery and Reckenreks programme YR-Y1 to support mastery approaches in Maths curriculum.</p> <p>19. Start embedding assessment of science using Learning Checkpoints in FFT and achieve Science Quality Mark 2023/24.</p> <p>20. Embed Safeguarding Team with meetings and supervision.</p> <p>24. Actively engage parents with school developments and curriculum using SVP App, SeeSaw, website, presentations of learning and newsletters and continue to use interactive education programmes for school extension work and Home Learning e.g. TT Rock Stars, Numbots, Spelling Frame; Reading Plus, and Nessy.</p> <p>25. Continue with Challenge Partners programme 2022/23 for external review.</p> <p>26. Continue to work proactively with DfE Regional Director to expedite our Academy conversion application to join Cheshire Academies Trust (submitted Feb 2022).</p>
Quality Characteristics	How provision, especially teaching and curriculum will be after the strategy is in place	<p>1. The curriculum is sequentially designed with accumulative knowledge and skills; connected to the real world with cultural capital widened, authentic opportunities to offer service to the community and make a difference to their own and others' lives, evidenced by conferences with children, teachers planning, project portfolios and outcomes. Children demonstrate greater levels of internal motivation and can recall a wider repertoire of educative knowledge and experiences.</p> <p>2. Improving vocabulary use of Tier 2 and 3 words is seen in children's writing and in their oracy. Book Looks and whole school wall paper scrutiny</p> <p>3. Reading comprehension improves – Reading Plus data</p> <p>4. Spelling improves across the whole school. – Spelling Frame soft data, Book Looks & whole school wallpaper scrutiny</p> <p>5. Attainment in maths improves within each year group (% ARE at end of each year) and end of KS2 – White Rose Maths Units assessments & TTRockstars data</p> <p>6. Percentage of children attaining Greater Depth / Exceeding and KS2 scaled score improves.</p> <p>7. Quality of phonic books and fiction / non-fiction reading stock improves. Home reading frequency improves.</p> <p>8. Reading attainment improves in terms of key learning targets and national tests. – Little Wandle Phonics tracker, Reading Plus data</p> <p>9. Writing and Maths attainment continues to improve, especially in terms of Greater Depth and Scaled Score 2022/23.</p> <p>10. PPG attainment improves.</p> <p>11. Teachers register greater professional satisfaction and confidence with our main SVP pedagogical approaches. All teaching is consistent and demonstrates our Core Practices . Teaching aligns with our SVP Core Practices and key protocols are in place 2022/23 e.g. Anchor Chart, Exit tickets, clear daily learning targets, direct instruction, crew culture links to assessment.</p> <p>12. We will have an embedded set of Core Practices as evidenced by Challenge Partners school review 2023.</p> <p>13. Attendance improves with PA reducing in terms of number of children and overall %</p>

SVP - Hierarchy of Strategic Intent Plan for 2022-2025

Implications for resources	What are the changes required in human, physical, or financial resources?	<ol style="list-style-type: none"> 1. Continued resourcing for new SVP curriculum and cultural capital via field trips and work with experts. 2. Expeditionary Learning Coordinator post to be embedded 2022/23. 3. Resourcing for Artefacts, teacher resources 4. Resourcing for OPAL play strategy for healthy lifestyles and child well-being – Inset Day Jan 2023 5. Subject Leader CPD and leadership time for assuring / ensuring impact and coverage 6. Investment in subject specific resources e.g. Art & Design CPD and resources, D&T, Computing and Science 7. Continued resourcing phonic reading books and high-quality texts and project books KS2 8. Maths Mastery EYFS to KS2 programmes 9. Professional development investment - 5 x inset days 2022/23 with staff meetings and twilights. 10. Coaching programme for teachers with SLE's in English and Maths. 11. Vigilant budget monitoring for maintaining deficit recovery from 2020-2022+
Milestones / Action Planning	Project completion markers, action plans	<p>See <u>Milestones Map and whole School Action Plans</u> for: English across the Curriculum; Early Reading and Phonics; SEND; Curriculum; Child-Engaged Assessment; Mathematics; anonymised Expert Teaching Plan; Pupil Premium Plan; Safeguarding.</p> <p>All subject Action Plans with milestone maps led by subject leaders</p>

September 2022