



Egerton
Primary School

Principle priorities for 2022-23

High quality education for all

Building expertise

Wellbeing for all



Strategy Document

These priorities reflect an assessment of the outcomes of priorities for 2021-22. They complement the strategic priorities and cultural characteristics of The Learning Alliance.

The outcomes of the last statutory outcomes in 2019 have been carefully considered in influencing priorities for 2022-23.

Alongside these priorities, set out in more detail overleaf and in related action plans, we will continue to work on:

- Establishing a clear and strong profile in TLA regarding primary practice, transition and leadership
- Engage positively with the strategic work of TLA
- Building further on our strong and positive relationships with the local community
- Ensuring we operate a balanced budget that supports high quality education, including by managing costs, contracts and income generation.
- Seeking opportunities to further enhance facilities.

**Ambitious
For all children**



**Reflect our
Community**



**Together we can
achieve more**



Through dynamic teaching, a highly creative curriculum and supportive environment, every Egerton child gains a passion for learning. When combined with the knowledge, skills and values they develop, we enable our children to fulfil their potential as global citizens in an ever-changing world.

Our aim at Egerton is to develop successful, global citizens through:

- Enabling children to thrive and reach their academic potential
- Enabling children to be effective communicators and critical thinkers
- Developing children’s social conscience through an awareness of local, national and global issues
- Supporting the mental and physical wellbeing of all pupils and staff

Key Priorities			
High Quality Education for all			
Priorities	Intent	Actions	Staff
1. EYFS	<p>Excellence in all aspects EYFS Provision for all children, especially early reading.</p> <p>For children with particular needs, such as those with SEND, the curriculum is designed to be ambitious and meet their needs.</p> <p>Baseline assessment used to measure progress throughout the year.</p> <p>Ensure children make good levels of development.</p> <p>A positive transition from nursery provision to Reception and to Year 1</p> <p>Curriculum transition from EYFS to NC is understood by all subject leaders</p>	<p>Analysis of Baseline assessment</p> <p>Track reading progress via Little Wandle</p> <p>MNP approach evaluated each term</p> <p>Welcomm speech and language screening tool used to assess level of need aligned to baseline</p> <p>Assess impact of new outdoor provision</p> <p>Collaborate with TLA and TLFL primary schools</p> <p>Subject leaders to clarify transition from EYFS to NC</p>	<p>LR</p> <p>Supported by SLT</p>
2. Quality First Teaching	<p>Embed EEF 5 a day approach in daily lesson.</p> <p>Use Curriculum Progression document to ensure all children receive high quality curriculum and meet end point assessments.</p> <p>Children recall and use a wide range of subject specific vocabulary and remember more for longer making connections to prior and new learning.</p> <p>Make effective use of diagnostic assessments to identify gaps in learning to reteach</p> <p>Assessment – MS to lead</p> <p>All subjects using DC pro termly - core and Foundation subjects (WTS/EXP/GD) Seesaw used for moderation of foundation subjects with examples of EXP/GD.</p>	<p>INSET (Sept 2022) – focus on EEF 5 a day approach to QFT for teachers and TAs</p> <p>SLT monitoring of QFT</p> <p>Vocab explicitly built on and taught.</p> <p>Retrieval techniques used by teachers to assess</p> <p>Subject Leaders to monitor.</p> <p>Termly summative assessment by teachers.</p> <p>Standard Meetings with Assessment Lead.</p> <p>Moderation internally and with other schools.</p>	<p>SLT</p> <p>All teachers following inset from SLT</p> <p>MP/EB to support SLT to analyse outcomes to identify any possible trends</p> <p>TA Support from Inclusion Team</p>
3. English outcomes	<p>Phonics</p> <p>Consistent, high quality approach to teaching Little Wandle</p> <p>Children are regularly assessed and gaps addressed through regular ‘catch up’</p> <p>All children pass the phonics screening test</p>	<p>Ensure children requiring keep up receive it so all children are phonics secure</p> <p>Excellence in practice</p>	<p>MP to lead</p> <p>SLT to monitor</p>

	<p>Boys reading and writing outcomes Reduce number of children working at WTS and move to EXP. Teachers provide 5 a day approach and are aware of children needing a targeted approach.</p>	<p>Analysis of outcomes in comparison to 2 terms in 2021-22 Parents are supported to provide support at home Provide targeted interventions and wider strategies. Key is use of 5 a day scaffolding, flexible grouping etc. Research latest finding on accelerating progress in boys reading and writing (post covid) TA deployment flexible to meet the needs of the school</p>	
<p>4. Maths outcomes</p>	<p>Embed MNP in EYFS and ensure strong transition to Y1 Reduce number of children working at WTS.</p>	<p>Monitoring and support link with Andy Ash (NCETM – Cheshire and Wirral Maths Hub) Workbooks are consistently used Share best practice with other schools INSET – Sept 2022 Provide targeted interventions and wider strategies. Key is use of 5 a day scaffolding, grouping etc. SLT to monitor practice and outcomes – responsive to greatest needs</p>	<p>MS/LR/SLT TA Support from Inclusion Team Teachers following inset from SLT</p>

Building expertise

Priorities	Intent	Actions	Staff
<p>5. Building Capacity</p>	<p>Building on from extensive development of the curriculum design:</p> <ul style="list-style-type: none"> • SLT – clear and detailed implementation plans for key SIP priorities • All subjects will have a clear statement of intent, implementation plan, action plan, impact report - monitored regularly to support school improvement. • Subject Leaders’ Handbook in place with consistent approach to subject leadership/monitoring/development. 	<p>SLT – produce implementation plans. Monitoring of subject leadership</p> <p>Subject Leaders to provide a termly monitoring report to SLT. Coaching provided by SLT (Data, book, pupil voice) Allocated PDMs termly</p>	<p>All teachers SLT</p>
<p>6. Effective Governance</p>	<p>Governance is well-structured and very effective.</p>	<p>Chair and Headteacher to continue to work with the TLA Director of Quality</p>	<p>AH, NM All governors</p>

		Governors to carefully plan their monitoring visits linked to the SIP Monitoring template design to complement the work of the school Governors to feel confident to provide a balanced level of support and challenge	
--	--	---	--

Wellbeing for all

Priorities	Intent	Actions	Staff
7. Attendance	Continue to take decisive action to support the attendance of all groups of pupils	All attendance is monitored to promote attendance above 95%. Strategies – Tiered Approach – 5 stages Tier 1: Promote attendance via newsletter and key messages. Tier 2: Keeping in touch. Headteacher presence daily, teacher discussions at P.Eve and Senco/wellbeing lead phone calls to offer support. Tier 3: Alert letter. Percentage attendance/impact on learning/play/phone call from headteacher Tier 4: Fixed Penalty Notice and Fine	EB/AH
8. Wellbeing	Curriculum – high quality practice and outcomes of Social and emotional curriculum (SRE/PSHE) Jigsaw launched in Spring 2021 – 2022/23 first complete year – consider impact Pupil Voice and staff wellbeing remain high priorities	Monitor the delivery and outcomes of Jigsaw Evaluate outcomes and impact of the Ambassadors’ Programme Meetings of school MHWB Team Meetings with TLA MHWB Team Pupil and staff surveys	EB/AH
9. International Schools’ Award	Achieve Re-accreditation of the full International Schools Award – providing evidence of an ambitious and distinctive curriculum incorporating global curriculum aspects, including the sustainable development goals, children’s rights and languages. These add further complexity, richness and diversity to the curriculum.	Action plan to be created and submitted to British Council – Sept 2022 Impact report submitted June 2023	AH/MP Teachers supporting action plan.