



Analysis of Variance 2021

| Strategic Aim | Annual Aim | Target | Baseline data | Actions | Outcomes | Reasons for Variance | Next Steps |
|-----------------------|---|--|---|--|---|----------------------|--|
| Strong Leadership | To develop a sustainable networked leadership structure that allows a schoolwide learning culture to flourish | <p>Every staff member has a professional learning plan for the year as part of their Professional growth Cycle.</p> <p>Every staff member is involved in a schoolwide coaching process with II Senior and Middle leaders as coaches.</p> | This was the first year of constructing a Professional Growth Cycle instead of the old appraisal process | Principal coaching of middle leaders to empower their coaching of other staff | <p>Performance agreements and professional growth Cycles being gradually embedded into the learning culture.</p> <p>A leadership structure is widely in place and the senior and wide leadership team is operating cohesively</p> <p><u>Target Outcome:</u> Considerable Progress</p> | n/a | Focus more on developing leadership at the next level and devolving the next level of leadership to those who hold management units. |
| Collaborative Culture | To embed a culture of care and collaboration that allows a schoolwide learning culture to flourish | <p>School expectations are reviewed and related to school values</p> <p>RP expectations are established</p> <p>IEP's in place for all identified students</p> | <p>There are a range of behavioral approaches being used with great variety of application and skill level across the staff</p> <p>Learning support systems are developing in the Upper School, yet lacking any schoolwide cohesiveness</p> | Learning support has a full school approach this year with our SENCO and our Learning support assistants working across both the upper and lower school. | <p>Behavioral expectations have been reviewed and trialed for the second half of 2021 with further adaptations needed</p> <p>Processes in place and being followed for learning support identification and support</p> <p><u>Target Outcome:</u> Considerable Progress</p> | n/a | Timetable to allow for more active collaboration of class teachers IN LS and teachers across different subject areas in US |
| Holistic Education | To design and deliver holistic learning that allows a schoolwide learning | <p>Improvements in all student literacy</p> <p>Improvement in the amount and depth of creativity activities</p> | <p>Has been no specialist music in LS for a number of years</p> <p>Structured literacy was experimented with by a couple of LS teachers in</p> | <p>Specialist Music teacher in place in LS</p> <p>Structured literacy approach to the teaching of reading</p> | <p>Specialist Music programme in place</p> <p>Narrative assessment as a reporting strategy saw significant developments developing well</p> | | Instead of specific special character PLD, work to incorporate aspects of special |

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| | culture to flourish | 3-fold process for learning integrated into wider learning practices | 2020 and determined as a whole school approach to move towards from 2021 onwards. | and writing embedded throughout Lower School through significant professional learning resources. SC focus for the year was embedding teacher understanding of three-fold approach to designing and delivering learning. | All students demonstrating improvement in regular SL assessments Professional learning programmes will incorporate the three-fold approach for staff learning 13 staff attended the Kolisko conference in July for an incredible range of learning and creativity opportunities. <u>Target Outcome:</u> Considerable Progress | | character into each theme of 2022 annual plan and into all PLD. |
| Sustainable Systems | To build, maintain and strengthen schoolwide systems that allows a schoolwide learning culture to flourish | Communication systems strengthened and streamlined EOTC systems streamlined Budget to show a surplus | Communication with parent voluminous and repetitive at times Inter school staff communication widely varied | Tighten amount of extraneous emails going to parents Introduction of Hail as a tool Use of internet based staff handbook for all EOTC information. One person with oversight of EOTC paperwork requirements across the entire school Regular monitoring of budget, with adjustments as necessary. | Hail has allowed a clearer home communication system and over time more parents are using this as their first port of call and knowing that all school information can be located there, with the exception of class specific information. Handbooks, calendars, and emails are now being consistently used by staff with forms for personnel, finances being accessed through the handbooks which has significantly cut down paperwork required. <u>Target Outcome:</u> All Achieved | n/a | 2022 needs to be a year of embedding new systems and tools without adding too many new. |