

School Improvement Plan

2023-24

End of Autumn term review



Scotforth St Paul's CE Primary and Nursery School

Learning, growing and caring as part of God's family.

Jesus (the gardener) nourishes and tends us as we learn and grow, so that we can all flourish. As a vine, we are one, but all unique and special to Him. We care for each other, as God cares for us.



Target	Actions completed	Impact	Next Steps
<p>Computing To ensure all children have consistent access to a reliable computer network in order to enjoy an ambitious and challenging Computing curriculum and to ensure their use of technology across all subjects.</p>	<p>We have a fully functioning ICT room, with desktops plugged into the network. This alleviates wifi issues. There are at least 15 laptops which can be used in the ICT room or classrooms. 30 Chromebooks are available for Y5/6 to use. Staff have completed training – Purple Mash and other APPs useful for supporting cross-curricular work. Computers and Ipad are used more often in lessons, mainly for maths practice and research. In some classes, other APPs are being used to support learning and/or mini topic assessments. During Enterprise week, the Y6s used computers to monitor their profit!</p>	<p>The infrastructure is more reliable, so computing coverage has improved. More equipment e.g. Chrome books has meant that computing equipment can be used flexibly and therefore more often. Following Subject Leader training, useful information was shared to the rest of the staff. The training has helped staff to understand how to use APPS throughout the curriculum. Computing equipment is used more often and children are getting used to the basics e.g. logging on and off. Online safety was completed throughout the school – children understand how to stay safe at an age appropriate level.</p>	<p>Staff will be directed to use specific APPs or elements from Purple Mash within lessons, so that they develop confidence using them. Staff to use Purple Mash more throughout lessons. More practice saving work on laptops. Re-adjust the curriculum to recap the basic e.g. saving, opening, editing.</p>
<p>Learning to Learn To ensure all children are fully engaged in learning, taking responsibility for independent learning and showing resilience when faced with challenges.</p>	<p>The settling in fortnight was used to recap previous knowledge, build teamwork and relationships and set expectations. Head teacher certificates have been given to children who demonstrate resilience and independence. Staff training has been completed with teachers and TAs about metacognition and why we teach children to be good learners. Emotions are discussed regularly and children have been taught self regulation and self help strategies, including using displays. Practical lessons help engage children and display expectations have been set. OFSTED observed in each class.</p>	<p>The settling in fortnight set the expectations and children know what it means to be ready to learn. Resilience and Independence are focused on in every class and the children use these words when encouraging each other. The learning environment across school is very good. Displays are linked directly to learning which has encouraged the children to use the them to support learning. Minimising displays helps children who become overwhelmed by too much information. Three B4 me is helping children to use a range of strategies in their learning without relying on adults immediate help.</p>	<p>Board outside HT's room for children to record names if she is not here. More outdoor learning, as the weather allows. Learning environment walk throughs by all staff into all classes during a staff meeting. Simple written instructions for some children to help independence.</p>
<p>EYFS To create an Early Years' Unit using the space, inside and out, to support the children's learning in the best way possible.</p>	<p>The building work is almost complete. The last few parts should be completed over the Christmas holidays. Resources have been bought and there has been a focus on calm walls with limited displays. The space have been planned to make the best use of the areas for learning. The outdoor space is completed, but not in full use yet. Teacher plan together and develop the continuous provision to meet the needs of Nursery and reception children.</p>	<p>There are a wider range of resources to support social and communication skills. The children are accessing a wider range of areas and staff are familiar with all the children – this will support transitions next year. The EYFS unit is calm and orderly. Flexible lunchtime arrangements have helped children who found it overwhelming on the playground with the whole school. Planning for next term will be based areas identified by assessments.</p>	<p>Open Day organised for Monday 8th January 2024. Developing the Outdoor Space – with advice from the school advisor and outside agencies. Continue to develop as a staff team, taking responsibility for different areas of the space.</p>
<p>Maths To continue to improve mental maths skills and provide a practical and fun maths curriculum, increasing attitudes towards maths.</p>	<p>The Super Speedy Maths challenge was reorganised based on the needs of the current classes. Information is sent home informing parents about what should be learnt for each unit. A sheet for parents has been designed in order to support at home. A more practical approach has been introduced to maths lessons especially up to Year 4 level, with practical equipment provided for those in Year 5 and 6 who need it. Maths observations took place across school as part of the OFSTED inspection.</p>	<p>Weekly scores are improving in Super Speedy maths. Staff have noticed that quick recall of number bonds in Key Stage one is improving. Practical Maths engages children while still providing challenge. One negative impact is work load for some teachers as they now need to find resources to match the objectives rather than using the White Rose maths booklets. When asked about the changes, children's responses were mixed – some were positive and some preferred the booklets. We will continue to monitor this.</p>	<p>Continue to teach maths more practically, monitoring the impact educationally and through engagement. Conduct the pupil survey again to see if Maths is more popular after the changes. We will try to blog more – showing what practical maths is like.</p>
<p>Reading and Writing To continue developing our phonics and reading provision and embed writing strategies introduced.</p>	<p>Expectations were shared by the subject leader about books being used, phonics displays and the learning environment. Children's progress and attainment are monitored and those in the lowest 20% are prioritised for extra individual reading. Teachers who have moved classes have received English training. The karate challenge has continued, as has the use of editing strips to support independent writing. Reading and phonics observations took place as part of the OFSTED inspection.</p>	<p>Reading is a strength of the school, with a wide range of texts used in a variety of different ways and through different subjects. Books are used to support learning across the curriculum and children's enthusiasm for reading remains strong across the school. The karate reading challenge encourages most children to read more. Editing strips are used effectively by most children in class. Writing moderation has shown that children's independent editing is improving.</p>	<p>Training for other members of staff – like the "new to.." training and phonics for early Key stage 2 staff, who may still need to teach phonics. Subject leader to observe reading and writing sessions across school. All classes display class reader.</p>