

# School Improvement Plan 2024-25

## 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><b>To ensure all children make at least expected progress in writing.</b></p>	<p>Time was spent during the first two weeks in September recapping writing expectations based on previous learning. An independent writing assessment was completed to identify gaps in learning at the start of the year, followed up by one at the end of term.</p> <p>Mrs Walsh and Mrs Redmayne (English Subject Leader across school) created child friendly expectations for each year group and shared with teachers.</p> <p>Handwriting and presentation expectations were made clear to the children and reward systems explained e.g. Writer of the Week (improvement and/or good writing) and Golden Pencils (neat handwriting).</p> <p>Writer of the Week is celebrated in Friday Worships and writing displayed outside the Head teacher's office.</p> <p>An English staff meeting was held about writing and how to improve full sentence writing instead of children writing in sentence fragments.</p> <p>Spelling and idea booklets used to support writing in Key Stage 2 (Years 3 – 6).</p> <p>Editing grids explained again and used by children to help them check and edit their own writing.</p> <p>A writing moderation staff meeting was held where staff compared writing with exemplars and supported/challenged each other with judgements.</p> <p>Children have completed writing based on things they know about from real life experiences and from topic work to ensure children can focus on good sentence structure.</p> <p>The Early Years' team have focused on creating opportunities for writing in continuous provision.</p> <p>An AIM High for writing session for Year 6 children was held, with two extra places funded by school.</p> <p>The English Subject Leader met with ambassadors to discuss strategies already used and their thoughts about how we can improve writing standards.</p>	<p>Reminding the children of previous learning and expectations has set the standards and many children are remembering these without frequent reminders.</p> <p>The Writer of the Week certificate has shown children that anyone can improve their writing and receive one. As they are given for a range of reasons, the children feel they are accessible to all.</p> <p>There is a sense of anticipation when the certificates are awarded with a positive response from classmates who are proud of each other.</p> <p>The writing shown during Friday's worship is inspiring others and shows what children are capable of.</p> <p>The profile of writing has been raised with children trying to be Writer of the Week as well as get a golden pencil for neat handwriting.</p> <p>The board outside the head teacher's office is often looked at and comments have been made about being able to see the progress as children move up through school.</p>	<p>Continue with strategies used in the Autumn term. Share the newly created targets with the children. Assessments will be analysed for individual, group and class areas for development.</p> <p>Children's progress will be tracked and information shared with parents at the spring consultations.</p> <p>Teachers to dedicate time for children to check own work for evidence of where the targets have been used correctly.</p> <p>In house and moderation with the school advisor in the spring term.</p> <p>The English Subject Leader will monitor classroom practice and the working environment, looking at evidence of work on sentence fragments and writing in books. This will be fed back to the head teacher and governors.</p> <p>Children in Year 6 not working at age related expectations will be identified and extra support given.</p>
<p><b>To increase the children's basic computing skills.</b></p>	<p>The settling in fortnight included Online Safety lessons and time to identify areas for development of basic computing skills.</p> <p>Mr Manning (Computing Subject Leader) revised the computing curriculum to enable time that could be dedicated to basic skills and shared this with the staff teaching computing across school.</p> <p>A touch typing programme has been used by most Key Stage 2 classes- <a href="#">Learn Touch Typing Free - TypingClub</a> The children have enjoyed this interactive skills/games based practice.</p> <p>Children who use computers to support writing due to their special educational needs have regular practice for touch typing to build up their speed.</p> <p>In order to ensure we have the right equipment to enable computers to be used in other lessons, a list of equipment currently available to children has been created. This will enable us to replace old equipment on a rota basis ensuring continued access to tech equipment.</p> <p>In some classes, the children have been asked to use their computing basic skills within other lessons e.g. typing up stories, spreadsheets during Enterprise Week. This has depended on the age/skills of the children and the opportunities for work being completed in other lessons.</p> <p>The staff members teaching computing lessons have been provided with a list of children who struggle with computing so that they can receive extra support for basic skills in computing lessons.</p> <p>The Chromebooks have been charged whenever they have been needed and Mrs Walsh has sourced some training for staff about how to use them more effectively.</p> <p>The subject leader has been involved in many computing lessons either supporting or observing and has a good understanding of what is being covered across school.</p> <p>Technology is being used in the EYFS to enhance learning.</p>	<p>No immediate impact has been seen from the changes made to the curriculum and the extra touch typing and basic skills practice. We hope to see more impact after longer term class practice of basic skills.</p> <p>Some classes have completed their basic skills work successfully and need to move on to other aspects. These will be determined by mini assessment tasks identifying what the children are not confident with.</p> <p>Most children are more confident on Ipads than on a laptop/desktop, but are becoming more confident with the use of the mouse and/or laptop pad e.g. left and right click, control and click.</p> <p>Children using technology to support their SEND in writing are typing more quickly than previously.</p> <p>Having the right equipment that works makes computing lessons more successful.</p>	<p>Continue with the adapted curriculum to ensure practice of basic skills.</p> <p>Computing subject leader to meet with ambassadors to discuss strategies and their thoughts about how to improve basic skills.</p> <p>Feedback to be gathered re touch type practice.</p> <p>Continue touch typing practice at the start of lessons.</p> <p>Computing skills to be included in lessons in other subjects wherever possible.</p> <p>Ensure access to Chromebooks for Year 5s. Chromebook training to be organised for the spring term.</p> <p>Assessment to be completed to check ability based on the basic skills checklist for each class – open, copy, edit and save a piece of short text.</p> <p>Work on identified areas following the assessment.</p> <p>Mr Manning to lead a computing club.</p>

<p><b>To increase links with the school community and beyond.</b></p>	<p><b>Parents</b>  Following the survey and meeting with the Communication Working Party, actions were created and completed.  An overview of how (and why) communication is used at Scotforth St Paul's School between home and school was created and shared with parents.  All parents were sent a reminder about the importance of checking the newsletter and having the right email address recorded.  After requests in the survey, the newsletter is now sent on one email, with another email sharing further information and attachments sent.  School continues to communicate in a range of ways with parents - newsletter, website, class emails, teachers' emails available, in person after school, paper letters available, termly overviews, reading records, text reminders, Facebook group, notice boards, posters, school blog and website.  Emails are now sent to priorities 1 and 2.  Another information board has been put up on the wall under the staffroom windows for parents to see relevant information and the most recent newsletter while waiting on the playground at the end of the day.  A SCOT4ALL overview has been created by Mrs Atkinson and several successful events already held – Barn dance, raffle (with prizes from local businesses) and the Christmas Market.  Parents have helped in many different ways across school e.g. sporting events, helping with DT in Year 3, serving refreshments at the Open Day, Enterprise week etc. (apologies if I have missed anything out). Thanks go to all parents who have helped.  We had many parents in school for the Year 1 assembly and the stay and play reading cafe sessions in Reception and it is always lovely to see so many family members at our Friday Family Worship.</p> <p><b>Community</b>  Our link with church remains strong despite Rev Rebecca's departure. Rev Catherine leads Worship in school once a week and we visit church regularly e.g. Harvest, Carol Service and the Christmas Service which is to be held on the last day of term.  Open Day was very successful. It was an incredibly busy afternoon with many new faces and very positive feedback about the school and in particular the Year 6 tour guides.  There are many links between school and other agencies and, following a meeting with the Lancashire County Council Teams Around the School representative, an agency signposting document is in development.  Mrs Walsh is also working closely with the Inclusion Hub on developing closer links between high schools and primary schools ensuring a smooth transition at the end of Year 6.  Links have been re-established with Ripley and visits for the Year 6 have been planned.  We continue to try to support our local community with the issue of parking and have held a poster making competition.  The school frontage has been painted to smarten it up.  The weather has limited our use of the field and Dorrington Woods – we hope to use these more once the weather improves.  We have promoted the good work at school and sporting achievements on social media.  We continue to ask local agencies to provide after school clubs for the children and a local charity has been contacted to find out about how we can adapt our school grounds to grow vegetables.</p> <p><b>Wider World</b>  The school council chose Water Aid as the charity of the year and the first fundraiser (non-uniform day) has been held.  The school council also created an information board with opportunities for donations for the Christmas Market.  The world map with flags representing where our families originate from has been updated and moved to the hall to make it high profile.  Visitors to the school have commented about how diverse the school is and this is seen as a strength of the school.  Children with links to the world beyond Britain and with non-Christian beliefs are encouraged to share their knowledge and experiences in lessons.  Mrs Walsh has registered with an organisation who links schools together, but as yet no other school has been found.</p>	<p>The friendliness of parents and children in the morning on the gate shows the positivity between school and home.  Teachers report that they do not have an understanding of the happiness of parents as they have limited time to spend with them. Teachers need to be in class to welcome the children and also are focused on supervising the children leaving at the end of the day and often they are only contacted about negative things. They were pleased to hear about the positivity and friendliness on the gate and playground.  There was a wider range of parents at the recent Hoe down showing involvement of more families in all aspects of school life.  The communication working party meeting highlighted the positive aspects of the communication between school and home and also gave school some actions for where to improve further. Parents feel able to ask questions and make comments freely - and they do!  We encourage all children to share their opinions and beliefs especially during RE lessons and have found that non-Christian children are becoming increasingly confident when talking about their faith. In Year 2 the class found out about Divali, which was celebrated by a member of the class. The parent was extremely grateful to school.  Another parent with Jewish heritage has expressed thanks that our curriculum includes lessons about a variety of faiths.  Due, in part, to parents sharing their opinions of our school with newcomers to the area, we are now almost full across school and have a waiting list.  The children are becoming more aware of the world beyond Britain through our curriculum and the sharing of information from children who have joined us from other countries.  The children celebrate differences between us all and diversity is seen in a positive light.  Positive comments have been received about the Facebook page from current and new parents.</p>	<p>We will continue many of the actions from the autumn term, maintaining links with parents, the community and the wider world.  Continue communicating with parents through a variety of ways, in line with the information shared in the autumn term.  The communication working party will collect informal feedback verbally or through Whatsapp about the actions completed following the survey.  This will be fed back during the next working party meeting.  Further actions following the meeting will be completed.  Stay and play sessions in reception will continue and we will look for opportunities for parents to help in classes throughout the spring term including World Book Day.  SCOT4ALL events will be held e.g. Bingo night and we hope that more parents come forward to help organise events to raise money for the kitchen.  A design and approximate cost for the kitchen should be produced during the spring term which will give a focus for more fundraising.  School will be actively involved in the appointment process of the new vicar of Scotforth St Paul's Church.  Faith artefacts will be shared with the Year 6 children and their parents to promote discussion and learning about different faiths.  Two coffee morning and autism chats will be held so that parents can talk to Lucy Ellis (Autism Pathway) and school staff for support, advice and signposting.  Links with a variety of high schools will be established and strategies developed for helping transition.  The school council will plan further fundraising events for Water Aid.</p>
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