

# School Improvement Plan 2025-26

## 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
<b>To be able to use AI to work more efficiently and challenge children appropriately.</b>	We held a staff meeting to discuss current uses of AI for planning and lessons, followed by a baseline assessment of staff confidence in using AI. A further staff meeting led by Rob Musker (LCC) explored practical applications of AI in the classroom, after which the strategies shared were trialled and embedded in teaching. Discussions took place with staff from other schools to compare practice and strengthen understanding, and ChatGPT and Copilot were explored as tools for adapting learning resources for pupils. Feedback on how AI has supported workload reduction was gathered and shared, and a computing update was presented to governors which included reflections on AI implementation. Computer safety sessions were held and some of the older classes have talked specifically about AI safe use.	AI work had a clear positive impact, helping to reduce workload, support planning. Teachers became more confident in using AI to adapt resources, and pupils were able to use adapted resources in class. One teacher used AI to support assessment of spellings. Staff developed a stronger understanding of how AI can improve efficiency in paperwork tasks and can enhance learning.	Continue gathering and sharing effective AI practices, using examples from other schools to strengthen classroom use of AI. Increase opportunities to model AI with children, maintaining a strong emphasis on safety and responsible use at an age appropriate level. Review impact over time through ongoing staff discussion, and provide regular updates to the Computing Governor to track progress and inform future development.
<b>To use assessment to identify knowledge and gaps effectively across the curriculum.</b>	A staff meeting was held to review current assessment strategies across all subjects, followed by a further session to agree consistent approaches for completing, recording and sharing assessments. INSET time enabled staff to examine curriculum strands and determine the most effective methods for assessing them. Foundation subjects strands and assessment documents were reviewed and edited to ensure their EYFS statements linked to the EYFS curriculum. Writing assessment standards for the autumn term for Years 1 to Year 6 were finalised. Both external and internal writing moderation took place to ensure accuracy and consistency of judgements. History and Science subject-focused book looks were carried out during staff meetings to evaluate evidence in books and check progression, and assessments were shared with subject leaders. Finally, attainment whole school overviews will be produced for each subject once assessments have been submitted.	Assessment practices became more consistent across the school. Writing moderation strengthened staff judgement, and progress across subjects is now based on the most important strands. The Science subject leader reported that looking through books and talking to teachers showed good coverage and progression, but stated that other methods are also used e.g. checking the blog and talking to children. Agreed systems and clearer expectations helped to streamline assessment and make them more useful for teachers and leaders.	Continue to review pupil progress through staff meetings, analysing trends, groups and individual needs. Maintain regular book looks to check progression and ensure judgements can be made securely from evidence. Sustain both internal and external writing moderation to keep assessments consistent and reliable. Use advisor input to refine monitoring and assessment practice further. Share assessment outcomes with subject leaders and governors regularly, ensuring they have clear attainment overviews for every subject to support informed decision-making.
<b>To revise the multiplication and division written calculation policies to ensure progression.</b>	The White Rose Maths calculation policy and planning documents were reviewed, with staff meeting sessions in key stage groups used to analyse the documents and compare with the school policy. A follow-up staff meeting focused on ensuring clear progression through concrete, pictorial and abstract approaches, leading to the writing of a revised calculation policy based on working party discussions. When planning, staff edited WRM PowerPoints to remove confusing elements, and lessons were evaluated to identify complications or areas requiring clarification. KS1 staff adapted WRM materials to be more practical, while KS2 staff focused only on completing selected questions in booklets or on worksheets. Finally, outcomes and progress were shared with governors.	Adapting the WRM materials will improve clarity for teachers and pupils. The new methods support progression, and the changes made in KS1 and KS2 ensure work is more appropriate. Overall, maths teaching became more focused and accessible, with a positive effect on children's learning.	<i>Parents' information session in Spring Term (multiplication and division)</i> <b>REVIEW THROUGHOUT THE YEAR IN WALK THOUGHTS/BOOK LOOKS</b>