



# Scotforth St Paul's C of E Primary & Nursery School

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

"I am the vine, and you are the branches.  
If any remain in me and I remain in them,  
they produce much fruit." (John 15:5)

## School Improvement Plan

### 2021-2022

(2 key priorities for Spring/Summer term)

#### School context January 2022

<b>Pupils on roll:</b> 226	<b>Pupils eligible for Pupil Premium:</b> 31	<b>Pupils on SEN register (total):</b> 36 School Action: 34                      EHCP: 2
<b>Staff changes since previous term:</b> New HT started in Jan 2022 DHT out of class until February half term Y6 covered by AP until half term Nursery and Y1/Y2 classes covered by MA until half term		
<b>Significant contextual changes since previous term:</b> Pupils are back in school, however some have needed to self-isolate, some have been kept at home due to parental concerns. Blended learning/support for home learning has taken place for those with COVID at home.		

#### Intent Priority 1

**To ensure that children are working at the expected level where possible in all areas of the curriculum and targeted intervention is effective for those who are working below the expected level.**

Implementation	Staff responsible	Timescale and (cost)	Expected Impact	Latest update / impact – reviewed at the end of each half term
<b>1a) To ensure writing attainment improves through high quality whole class teaching and support, with all children making at least expected progress.</b>				
Engaging texts used to inspire writing, rich in high level vocabulary	Teachers – Eng Subject Leader	ongoing	<ul style="list-style-type: none"> <li>Children use the appropriate (and challenging) vocabulary and structure to write independently</li> </ul>	Examples of writing show good use of vocabulary. Children are writing in the style of texts studied across the classes.
Spelling schemes investigated	Teachers – Eng Subject Leader	March 2022	<ul style="list-style-type: none"> <li>A consistent approach is found and then used across school</li> <li>Children's spellings improve</li> </ul>	
Editing time built into writing time	Teachers	March 2022	<ul style="list-style-type: none"> <li>Children become more adept at spotting their own mistakes and changing them</li> <li>Frequent errors are spotted increasingly quickly and happen less often</li> </ul>	
Staff meeting to focus on writing strategies	English subject leader	March 2022	<ul style="list-style-type: none"> <li>Staff understand the expectations for teaching, editing and marking writing –</li> </ul>	

			the non-negotiables and a consistent approach is adopted	
Success criteria grids introduced	Teachers – Eng Subject Leader	March 2022	<ul style="list-style-type: none"> <li>Children become more confident when checking and editing own work</li> </ul>	
Children see modelled writing on displays and as part of lessons	Teachers/TAs	March 2022	<ul style="list-style-type: none"> <li>Children’s handwriting improves as they copy modelled writing</li> </ul>	
Interventions are used effectively to target need and improve areas identified (personalised)	SENCO, Teachers, TAs	March 2022 then ongoing	<ul style="list-style-type: none"> <li>Children make accelerated progress in specific areas identified e.g. handwriting, spelling, SPAG</li> </ul>	
<b>1b) To ensure intervention has an impact on progress for those children working below expectations.</b>				
Clear timetable drawn up for interventions based on assessments	SENCO	April 2022	<ul style="list-style-type: none"> <li>The appropriate children have the right interventions with the right staff members</li> </ul>	
Assessments for Eng and Maths simplified – to show progression	Head teacher	March 2022	<ul style="list-style-type: none"> <li>Children are identified for interventions based on attainment and progress</li> </ul>	
SENCO to take responsibility for inclusion – mapping support and monitoring impact	SENCO	April 2022	<ul style="list-style-type: none"> <li>SENCO has clear overview of who is accessing interventions, what is being done and the impact of them</li> <li>SENCO can adapt and introduce different interventions as necessary</li> </ul>	
TAs work with identified children in class as well as during interventions	Head teacher	Feb 2022	<ul style="list-style-type: none"> <li>TAs have a clear understanding of children’s needs and the best way to support them</li> <li>The timetable is used flexibly to ensure the children are not missing the same lessons each week</li> </ul>	TAs moved to ensure those providing interventions are based with relevant classes all day – impact to be reviewed at Easter (Feb 2022).
<b>Intent Priority 2</b>				
<b>To ensure all subject leaders have the confidence, knowledge and skills to lead and monitor their subjects across school effectively.</b>				
<b>Implementation</b>	<b>Staff responsible</b>	<b>Timescale and (cost)</b>	<b>Expected Impact</b>	<b>Latest update / impact</b>
All subject leaders meet with HT to discuss areas of strength and areas for development for their subjects	Head teacher	Jan 2022	<ul style="list-style-type: none"> <li>HT has overview of subject strengths and areas for development</li> <li>Subject leaders have opportunity to talk about their subjects</li> </ul>	All subject leaders have met with HT and discussed subjects. Staff have an excellent understanding of what should be happening in class – now need time to get into class (Jan 2022).
Monitoring schedule drawn up to ensure time is allocated for Subject leader time	Head teacher	Jan 2022	<ul style="list-style-type: none"> <li>Subject leaders have timetabled time to gather evidence about how their subject is taught across school</li> </ul>	Schedule drawn up for subject leaders to have subject leader time (Jan 2022). Due to COVID cases and staff absences the schedule has not happened as planned (Feb 2022).
Subject ambassadors chosen from each class.	Class teachers	Jan 2022	<ul style="list-style-type: none"> <li>Children have an input into how to further develop subjects</li> </ul>	Subject ambassadors have been chosen and some have met with subject leaders, but COVID absences meant that some meetings have been postponed (Feb 2022)

Subject leaders meet with subject ambassadors and look through books	Subject leaders & HT	March 2022	<ul style="list-style-type: none"> <li>Subject leaders know how the subject looks from a child's point of view – good insight</li> </ul>	
Subject leaders to visit classes to gain more information about how subjects are taught across school	Subject leaders	July 2022	<ul style="list-style-type: none"> <li>Subject leaders know how their subject is taught in classes and can support colleagues, where necessary</li> </ul>	
Staff meetings scheduled to look at individual subjects across school	Head teacher	Jan 2022	<ul style="list-style-type: none"> <li>Subject leaders and teachers understand the progression through school for each subject</li> </ul>	Staff meetings scheduled to focus on subject progression for Spring term – Maths, Science, Reading, Computing, Geography and Writing.
Staff meeting scheduled to plan half termly subjects across school	Head teacher	Feb 2022	<ul style="list-style-type: none"> <li>Subject leaders support planning for next term's subjects</li> <li>Subject leaders know what is being covered throughout the term/year.</li> </ul>	Staff meeting held to discuss expectations for the next half term's subjects. Following the discussion, subject leaders were more familiar with what is being taught next half term.
Assessments simplified	Head teacher	Feb 2022	<ul style="list-style-type: none"> <li>Less time assessing – more teaching</li> <li>Less workload for staff</li> </ul>	Half termly assessments made based on work completed in class and given to subject leaders. Science – assessment activity as part of the series of lessons. Maths – White Rose end of unit assessments.
Curriculum simplified	Head teacher	July 2022	<ul style="list-style-type: none"> <li>A more thematic approach encouraging links between subjects and year groups</li> <li>Subject leaders can see progression through school clearly</li> </ul>	
<b>Other areas for development 2021/22</b>				
Continued induction of new head teacher	SLT and governors	Spring term 1 (cover for DHT)	<ul style="list-style-type: none"> <li>New head teacher fully inducted</li> </ul>	Despite the COVID disruption, DHT and HT have had some time to handover. There will always be new things for the HT to learn, but HT feels more confident due to this time.
Curriculum constantly monitored for gaps due to lockdown and adapted accordingly	Subject leaders, class teachers	July 2022	<ul style="list-style-type: none"> <li>All children receive a broad and balanced curriculum</li> </ul>	PSHE – Keeping safe/puberty moved to Spring term 2 (missed last year due to COVID).
Ongoing changes in practice due to Covid guidance: review of contingency planning	SLT/ all staff	As needed	<ul style="list-style-type: none"> <li>Smooth transition in response to changes in Covid precautions</li> </ul>	Outbreak management plan in place
Planning for improvement of the EYFS/KS1 areas	Governors / SLT	Ongoing	<ul style="list-style-type: none"> <li>Building plans agreed with architects</li> <li>Development plan for IT infrastructure in place and budgeted</li> <li>Practical plans in place for accommodating classes etc</li> </ul>	Building plans reviewed based on effective use of space (Feb 2022)
Continue to look for ways to improve staff well-being wherever possible	Governors / SLT	July 2022	<ul style="list-style-type: none"> <li>Reduce number of assessments</li> <li>Reduce reporting to the specified number</li> <li>Identify time consuming, low impact activities and reduce using EEF guidance</li> </ul>	