

# School Improvement Plan

## 2022-23

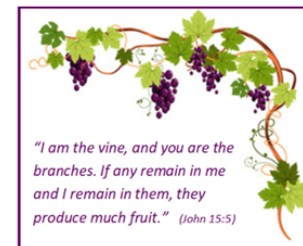
Created by Katie Walsh (HT), the SLT and Governors after discussions with staff and parents



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	Autumn Steps	Spring Steps	Summer Steps	Success Criteria
INTENT	IMPLEMENTATION			IMPACT
MAIN PRIORITIES				
<b>Writing</b> <b>To improve the quality of writing across school.</b>	First two weeks – recap non-negotiables – KS1/2 Identify gaps/issues for children not meeting expectations - all Fix it time with a TA – conference marking – KS1/2 High quality phonics/spelling teaching, consistent across school (Jolly Phonics/No-nonsense spelling) - all Use high quality text to inspire writing linked with themes - all Revise handwriting policy - JR Regular handwriting practice - all Opportunities for purposeful writing linked to theme in all classes - all Words on display – new and exciting vocabulary - all Writing modelled regularly by teacher - all Buy flip charts and paper (x4) – KW/AM Examples of teachers’ writing on displays in classroom - all Focus/time built in for editing during lessons - all Use editing grid for editing consistently across school – KS1/2 Eng SL – Support with planning cycle, discussions with staff, English ambassadors and book scrutiny (focus on success grid and evidence of editing) - JR Wow wall for writing/presentation - KW Staff meeting – writing moderation, evaluation of editing grids, handwriting etc - JR High quality first cluster training – training with staff during staff meetings - SH Report impact to staff, governors and parents – JR/KW	Analyse writing data from teacher assessments Adapt support to where needed most Moderation - book scrutiny (focus on SPAG elements of writing) SL - Lesson walkthroughs SL – 1:1 time with teachers to identify gaps and targets for children Create individual/group/class targets for writing SPAG boosters – Y6 Writing boosters – Y6 High quality first cluster training – training with staff during staff meetings Report impact to staff, governors and parents	Moderation – with other schools – YR, Y2 and Y6. SPAG boosters – Y6 Writing boosters – Y6 High quality first cluster training – training with staff during staff meetings Report impact to staff, governors and parents Introduce editing grids in reception	<b>All children are making expected or better than expected progress, with most producing writing (after self/peer editing) at their Year Group Expectations or at Greater depth.</b>
<b>Curriculum</b> <b>To ensure that the curriculum is being covered in an engaging and creative way and children are accessing the key skills and knowledge at the right level, with subject</b>	Plan curriculum around subject drivers inc school vision and four drivers – resilience, independence, local heritage and the wider world - all All teachers plan themes for across the year based on relevance, being outdoors and making links between subjects, building on previous knowledge - all First two weeks focus on PSHE and attitudes towards learning – including Rockstars Day - all Create new overviews and email to HT - all Share overviews on website - KW Staff meeting to ensure coverage throughout new topics – all Outdoor learning training – modelled teaching and staff meeting - KW SLs – ensure we have resources necessary to teach high quality lessons - all Create rota - Subject leader time - KW Revise Teaching and Learning policy - KW Revise subject policies in line with new Teaching and Learning policy – PSHE, Music, DT and French – PB, KW, RA, AP SL to monitor – lesson walkthroughs – Maths, History, RE and Computing – LC, TM, SH, DM SL to gather evidence of high quality teaching and learning – evidence (books and blog) - all Choose new ambassadors for each subject from each class - all SL – meet with ambassadors from each class - all	Subject leaders teach own subjects in different classes (half a term) – ? SL – use teacher assessments to get understanding of subject across school Lesson walkthroughs – PSHE, Music, DT and French SL to gather evidence of high quality teaching and learning – evidence (books and blog) Revise subject policies in line with new teaching and learning policy – Geography, English, PE, Science and Art SL - report to govs about subject – PSHE, Music, DT and French SL – meet with ambassadors from each class Find out about Eco Awards to aim for - KW High quality first cluster training – training with staff during staff meetings	Subject leaders teach own subjects in different classes (half a term) – ? SL – use teacher assessments to get understanding of subject across school Lesson walkthroughs – Geography, English, PE, Science and Art SL to gather evidence of high quality teaching and learning – evidence (books and blog) SL - report to govs about subject – Geography, English, PE, Science and Art SL – meet with ambassadors from each class Work towards getting an Eco Award with the Eco team - KW	<b>All Subject Leaders are confident ambassadors for their subjects and children are making progress in all areas of the school curriculum and are enthused about their learning.</b>

<b>leaders confident about what is happening across school in their subject area</b>	SL – report to Gobs about subject – Maths, History, RE and Computing – LC, TM, SH, DM Assessment – create clear guidelines for below, at and greater depth in curriculum areas for theme - all Evaluate themes with the children – in order to adapt for next year, if necessary - all Create Eco group with a focus on improving the environment and learning outdoors - KW High quality first cluster training – training with staff during staff meetings - SH Report impact to staff, governors and parents – all	Evaluate themes with the children – in order to adapt for next year, if necessary Report impact to staff, governors and parents	High quality first cluster training – training with staff during staff meetings Evaluate themes with the children – in order to adapt for next year, if necessary Report impact to staff, governors and parents	
<b>EYFS</b> <b>To ensure that the EYFS space is used effectively to support the children's learning inside and out.</b>	Create EYFS spaces in Nursery and Reception classroom areas depending on where they are based in Sept – move furniture and resources to new area of school - EY Monitor progress of building work to ensure preparations can be made - KW Nursery and YR teacher liaison to ensure consistency in areas of provision and in preparation for creating EY unit - EY Create YR outdoor area outside classroom (ensure pathway can be made for visitors) - EY Purchase resources to enhance EYFS spaces - EY Keep parents informed of changes to areas used, including arrival of portacabin - KW Move Nursery resources and furniture to portacabin and create outdoor space for outdoor learning - EY Source training for new EY staff – RA, KW Ensure new EY staff understand how different areas are used to enhance learning - EY Use end of term assessments to monitor progress - EY Identify areas used less frequently (does this link to assessments?) – plan to change - EY	Monitor the use of the spaces in Rec and Nursery and adapt if necessary using end of term assessments and knowledge of children EY staff involved in planning outdoor space – where fence should go Walkthroughs – HT and KS1 leader Adapt areas according to need and interests of the children End of term assessments to monitor progress Ensure children working below expectations are fully engaging with continuous provision with target support	Prepare newly created Early Years unit ready for Sept 2023 Create quiet learning area and indoor continuous provision area Plan use of outdoors based on size and layout of new space Complete end of year assessments and identify areas for improvement for next year's classroom arrangements Determine staffing roles for September and use of space	<b>Children in the Early Years Unit have the best possible provision and resources and make good progress</b>
<b>ADDITIONAL FOCUSES</b>				
<b>Maths</b> <b>To ensure that children know their basic mental maths off by heart e.g. number bonds and timetables</b>	Establish expectations for each year group for number bonds/facts and timetables - LC, KW Establish Maths challenge – based on number bonds/facts and timetables – LC, KW Share expectations and rewards with all staff and children - LC Create letter to share information about the challenge/homework and discuss in Parent Forum – LC, KW Create Baseline assessment and use to test children's current knowledge - all Allocate daily time to mental maths practice in school - all Share ideas for mental maths practice in staff meetings (APPs, games etc) - all Establish monitoring system for assessing children's knowledge – TAs? - LC SL talk to staff after baseline has been completed to establish overall school picture - LC SL monitor impact of challenge – talk to staff in Dec 22 - LC SL meet with maths ambassadors to discuss impact of challenge - LC Report impact to staff, governors and parents – LC, KW	Based on feedback and monitoring, adapt challenge as necessary SL meet with maths ambassadors to discuss impact of challenge SL – observation focus on mental maths skills Y4 teachers predict outcome for timetable test – adapt challenge to focus on multiplication skills if necessary Y4 – extra time for multiplication skills and focused homework Report impact to staff, governors and parents	Establish intervention group for mental maths strategies – Y4 Daily practice to get used to the multiplication check – Y4 SL monitor impact of challenge – talk to staff SL meet with maths ambassadors to discuss impact of challenge Report impact to staff, governors and parents	<b>Children use their mental maths skills efficiently during lessons and by the end of Y4 children can recall their timetables to 12x12 quickly</b>
<b>SEND</b> <b>To ensure all staff and parents understand what support is available and the processes needed to access the relevant support.</b>	SENCO meeting with LM to plan support based on tracking data and other relevant information – RA/EF Update SEN register – SENCO to talk to each teacher about priorities and needs - RA Identify children with additional needs and create provision map – educational and emotional/behaviour - RA Refer children most in need to play therapist - RA Evaluate ILPs and adapt with parents - all SENCO – time with Early Help Team to discuss different pathways – RA/KW Staff Meeting focusing on the process for children needing/accessing support – RA Send letter to parents about support across school – RA/KW Host Parents' Forum to discuss pathways for support – KW/RA Inform parents of Early Help they can self-refer to – KW/RA High quality first cluster training – training with staff during staff meetings - SH Report impact to staff, governors and parents – SH/KW	Evaluate impact of interventions through assessments and discussions with teachers, TAs and children - change and adapt if necessary Update provision map as necessary Identify Y6 children needing support with SATS Organise booster groups for identified children (Y6) High quality first cluster training – training with staff during staff meetings Report impact to staff, governors and parents Provide parents with information about support via newsletter	Evaluate impact of interventions through assessments and discussions with teachers, TAs and children - change and adapt if necessary Booster groups Support for Y6 children with SATS Ensure good transition for SEND children – next class and secondary school High quality first cluster training – training with staff during staff meetings Report impact to staff, governors and parents	<b>All children with additional needs are being supported in the best possible way, according to their needs and within the constraints of the school budget, with the support of parents.</b>

*Throughout each aspect of the SIP we will focus on Leadership and Management, Quality of Education, Behaviour and attitudes and the Personal Development of the children.*