

School Improvement Plan

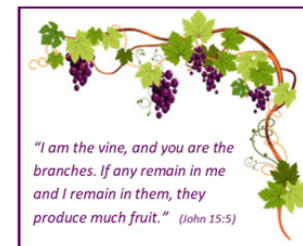
2023-24



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.



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

Target	Autumn Steps	Spring Steps	Summer Steps	Success Criteria
INTENT	IMPLEMENTATION			IMPACT
MAIN PRIORITIES				
<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>Tech hub to recommend and provide the appropriate equipment that works consistently - KW Desktop computers to be installed into computer room - KW New teacher's computers installed in every classroom - KW Laptops upgraded and more bought to ensure at least one between 2 - KW IPads checked to ensure at least one between 2 work consistently - KW Chrome books made usable – KW/SH Training for Subject Leader - DM Subject leader to spend time with Lancashire Computing consultant – DM Timetable to be created for computer room - DM Staff meeting – Subject leader share good practice/ideas - DM Staff meeting – share ideas about how to use tech across the curriculum. – DM Staff meeting - Purple Mash training - DM Subject leader to audit needs e.g. resources, training. - DM Subject leader to source training and resources if necessary. - DM Subject leader to observe computing session in every class and provide feedback. - DM Subject leader to meet with new computing ambassadors. - DM Subject leader to discuss actions with Computing governor and provide report to Curriculum committee. - DM Coding club introduced for children. – DM (lunchtime Y6) Schedule created for replacing tech equipment.- DM/KW Teachers to plan at least 1 lesson per week using computers in other subjects – recorded and shared with subject leader. - All Staff to report any computing issues immediately with Tech Hub via icon on home screen. - All Assessments completed at end of each unit of work with feedback about strengths and issues. - All Subject leader to teach/team teach in other classes to support teachers and children's learning. - All Computing lessons photographed and blogged about regularly. - All</p>	<p>Continue actions from Autumn, plus Review actions and plan next steps. Report to governors and parents about impact of actions.</p>	<p>Continue previous actions, plus Review actions and plan next steps. Report to governors and parents about impact of actions. Subject leader meet with Computing governor. Curriculum Governor provide report to Full Governing Body.</p>	<p>Children are confident using computers and other tech equipment and can use these to support learning in different subject areas.</p>
<p>Learning to Learn To ensure all children are fully engaged in learning, taking responsibility for independent learning and showing resilience when faced</p>	<p>Settling in fortnight to establish routines and class rules/expectations - All Spend time thinking about "being ready" – how can we be ready for learning? - All Refocus on our independence and resilience characters - All Emphasise that mistakes help us learn - All Teachers to ensure learning environment supports engagement and independence – non-negotiables – All Learning environment walkthroughs - SLT Revise feedback policy, focusing on children taking own responsibility and not relying on teachers to show where mistakes have been made - KW Policy to then be shared with all staff and followed - KW Resilience and independence (and value for half term) to be rewarded with HT certificates regularly – high focus on effort rather than attainment - All Staff meeting – engaging all children discussion inc starters in lessons and no hands up/how do we do things in a Scotforth way to make sure all children are always engaged - KW Staff provide simple instructions for children with processing issues to support independence - All Continue using editing grids to support independent editing - All</p>	<p>Continue actions from Autumn, plus Review actions and plan next steps. Report to governors and parents about impact of actions. Parents' Meeting – what makes a good learner?</p>	<p>Continue previous actions, plus Review actions and plan next steps. Report to governors and parents about impact of actions.</p>	<p>Children are fully engaged and motivated to learn leading to excellent progress in all subjects across school.</p>

with challenges.	Staff training on meta cognition - KW Be flexible with timings/lessons in response to children's engagement - All Continue to provide practical experiences to engage the children in their own learning - All At least 1 outdoor learning lesson (not PE) each week (weather permitting) - All			
EYFS To create an Early Years' Unit using the space, inside and out, to support the children's learning in the best way possible.	Keep updated with the building progress throughout the summer holidays – KW/RA Meet regularly with contractors to decide where things should go to make the best use of the space - KW Publicise the new space e.g. update banner, photographs/videos on blog and FB, contact newspapers – KW/RA Finalise the outdoor space and make decisions about fencing, flooring, shape of area etc – KW/RA INSET day – set up the inside areas, thinking about the best use of space and areas needed – RA/GM/TW/ETB Purchase new resources for the classroom - RA Parents invited in to see the new space (official opening when everything is completed) - KW Baseline assessments completed to see general areas of weakness – then focus areas to meet those needs - GM Focus on developing relationships in order to assess individual needs/learning styles/interests – RA/GM/TW/ETB Teachers plan together weekly and assess use of space, adapting continuous provision as and when necessary – RA/GM Expectations of use of space explained and modelled during first few weeks - RA/GM/TW/ETB Half termly report to SLT about how the Early Years' Unit is working - RA Teachers meet with EYFS governor to provide feedback on use of space RA/GM Be flexible with timetable inc lunchtime and use EYFS unit to limit time outside with all children – KW/ETB Develop the outside area once the building work has been completed - RA/GM/TW/ETB	Continue actions from Autumn, plus Review actions and plan next steps. Report to governors and parents about impact of actions.	Continue previous actions, plus Review actions and plan next steps. Report to governors and parents about impact of actions.	Children in the Early Years Unit have the best possible provision and resources and make good progress
ADDITIONAL FOCUSES				
Maths To continue to improve mental maths skills and provide a practical and fun maths curriculum, increasing attitudes towards maths.	Subject leader to reorganise the Super Speedy Maths coverage based on teacher feedback - LC Continue to send information about what to practice at home weekly - All Continue to test weekly (after two weeks wellbeing), write tickets and draw half termly - All Continue to spend time practicing specific skill/knowledge in class (using games if possible) - All EYFS – practical maths in continuous provision, with teacher input – RA/GM KS1 – practical maths with a little recorded work, following White Rose small steps, but not using booklets – AB/DM Y3 – practical maths where possible, recorded in books, following White Rose small steps, but not using booklets - JR Y4 – revision of Y3 objectives for some children and covering Y4 objectives for all children who are ready, following White Rose small steps, but not using booklets – SB/TM Y5/6 – use booklets, with other resources when necessary, especially for practice – SD/LC/SH Staff meeting – discussion to assess impact of these changes – LC Subject Leader to observe in all classes - LC Subject leader to discuss impact of these changes with maths ambassadors - LC HT to discuss attitude towards maths following the changes, with school council - KW Maths lessons photographed and blogged about regularly - All	Continue actions from Autumn, plus Review actions and plan next steps. Report to governors and parents about impact of actions. Pupil questionnaire – favourite subjects (review to see if attitude towards maths has improved).	Continue previous actions, plus Review actions and plan next steps. Report to governors and parents about impact of actions.	Children have good mental maths skills and are on track to achieve well in multiplication check (Y4). Children enjoy and are engaged in their maths learning and are making good progress.
Reading and Writing To continue developing our phonics and reading provision and embed writing strategies introduced.	Subject Leader to share expectations for reading e.g. class book, shared/guided reading, book corners etc - JR Subject leader share phonics display expectations with staff - JR Subject leader to audit needs e.g. training/resources and source these where necessary - JR Subject leader to purchase engaging books (including protected characteristics) - JR Subject leader to update list of 20% lowest ability readers - JR Teachers in new classes to receive English training - KW First two weeks used to revisit the previous years' expectations and non-negotiables for the coming year. Focus on quality, not quantity - All Continue to use editing strips and providing time in lessons to edit - All Provide feedback in line with the new policy, once agreed - All Subject leader to observe lessons across school and provide feedback - JR Subject leader to collect and share exemplars of the expected standard across the school/year - JR Subject leader and HT to decide expectations for Year 3/4 – quantity and content – JR/KW Continue Karate Reading challenge – All Display books being read on doors – All Confirm letter formation to ensure continuity and ensure staff and parents know - JR	Continue actions from Autumn, plus Review actions and plan next steps. Report to governors and parents about impact of actions.	Continue previous actions, plus Review actions and plan next steps. Report to governors and parents about impact of actions.	Children develop a passion for reading and have the skills to read fluently. Children's writing ability is in line with their reading by the end of KS2.

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.