

# School Improvement Plan

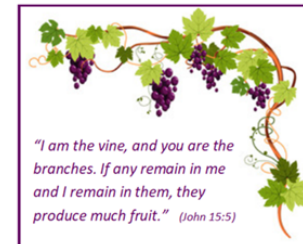
## 2023-24



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.



"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)

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><b>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.</b></p> | <p>Tech hub to recommend and provide the appropriate equipment that works consistently - KW<br/>           Desktop computers to be installed into computer room - KW<br/>           New teacher's computers installed in every classroom - KW<br/>           Laptops upgraded and more bought to ensure at least one between 2 - KW<br/>           iPads checked to ensure at least one between 2 work consistently - KW<br/>           Chrome books made usable – KW/SH<br/>           Training for Subject Leader - DM<br/>           Subject leader to spend time with Lancashire Computing consultant – DM<br/>           Timetable to be created for computer room - DM<br/>           Staff meeting – Subject leader share good practice/ideas - DM<br/>           Staff meeting – share ideas about how to use tech across the curriculum. – DM<br/>           Staff meeting - Purple Mash training - DM<br/>           Subject leader to meet with new computing ambassadors. - DM<br/>           Staff to report any computing issues immediately with Tech Hub via icon on home screen. - All</p>  | <p>Review actions and plan next steps - KW.<br/>           Report to governors and parents about impact of actions. - KW<br/>           Subject leader to audit needs e.g. resources, training. - DM<br/>           Subject leader to source training and resources if necessary. - DM<br/>           Subject leader to observe computing session in every class and provide feedback. - DM<br/>           Assessments completed at end of each unit of work with feedback about strengths and issues. - All<br/>           Subject leader to teach/team teach in other classes to support teachers and children's learning. - All<br/>           Computing lessons photographed and blogged about regularly. - All<br/>           Subject leader to discuss actions with Computing governor and provide report to Curriculum committee. - DM<br/>           Coding club introduced for children. – DM (lunchtime Y6)<br/>           Schedule created for replacing tech equipment.- DM/KW<br/>           Teachers to plan at least 1 lesson per week using computers in other subjects – recorded and shared with subject leader. - All</p> | <p>Continue previous actions, plus<br/>           Review actions and plan next steps.<br/>           Report to governors and parents about impact of actions.<br/>           Subject leader meet with Computing governor.<br/>           Curriculum Governor provide report to Full Governing Body.</p> | <p><b>Children are confident using computers and other tech equipment and can use these to support learning in different subject areas.</b></p> |
| <p><b>Learning to Learn To ensure all children are fully engaged in learning, taking responsibility for independent learning and showing resilience when faced with challenges.</b></p>   | <p>Settling in fortnight to establish routines and class rules/expectations - All<br/>           Spend time thinking about "being ready" – how can we be ready for learning? - All<br/>           Refocus on our independence and resilience characters - All<br/>           Emphasise that mistakes help us learn - All<br/>           Teachers to ensure learning environment supports engagement and independence – non-negotiables – All<br/>           Revise feedback policy, focusing on children taking own responsibility and not relying on teachers to show where mistakes have been made - KW<br/>           Policy to then be shared with all staff and followed - KW<br/>           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<br/>           Continue using editing grids to support independent editing - All<br/>           Staff training on meta cognition - KW<br/>           Be flexible with timings/lessons in response to children's engagement - All<br/>           Continue to provide practical experiences to engage the children in their own learning – All<br/>           Create 3B4Me prompt posters to support independence in the classroom - all</p> | <p>Review actions and plan next steps - KW<br/>           Report to governors and parents about impact of actions - KW<br/>           Parents' Meeting – what makes a good learner?<br/>           Learning environment walkthroughs - SLT<br/>           Resilience and independence (and value for half term) to be rewarded with HT certificates regularly – high focus on effort rather than attainment - All<br/>           Staff provide simple instructions for children with processing issues to support independence - All<br/>           At least 1 outdoor learning lesson (not PE) each week (weather permitting) - All</p>   | <p>Continue previous actions, plus<br/>           Review actions and plan next steps.<br/>           Report to governors and parents about impact of actions.</p>   | <p><b>Children are fully engaged and motivated to learn leading to excellent progress in all subjects across school.</b></p>                    |

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

*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.*