



School Improvement Plan 2024-25

Target	Autumn Steps	Spring Steps	Summer Steps	Success Criteria
INTENT	IMPLEMENTATION			IMPACT
MAIN PRIORITIES				
<p>To ensure all children make at least expected progress in writing.</p>	<p>Time spent during first two week recapping non negotiables for each year group - ALL Independent writing pieces completed so that teachers have a baseline for each child (Aut 1 as baseline – recount, My Perfect day) – Y1-6 Independent writing pieces completed at the end of the term – Y1-6 Eng subject leader and HT create expectations for Y3 – 5 based on a progression of skills and stamina – KW/JR Handwriting and presentation policy shared with staff and expectations explained to children – KW/JR & ALL Classroom environment expectations shared with staff – displays and prompts - JR Recap of strategies introduced last year – types of sentences, golden pencils, certificates for improved writing and writing displayed outside HT room - ALL Writing booklets to be introduced in Y3 then referred back to in Y4 – Y6 – KS2 Editing grids reintroduced/explained and used regularly in Eng lessons – Y1-6 Spelling booklets to be introduced in Y3 and then used in Y4 – 6 – KS2 In house moderation – staff meeting - JR Focus on meaningful and purposeful writing – emphasis on developing key skills for writing - ALL Support and interventions planned for SEND and those who struggle with writing (Provision map) RA & ALL EYFS emphasis on writing in continuous provision – EYFS staff Two extra places in AIM High writing session (Y6s) - KW</p>	<p><i>Continue Autumn term targets, plus</i> Visible targets based on grammar year group expectations shared with and explained to children. Time dedicated to allow children to assess their own work with an adult. In house moderation – staff meeting. Eng subject leader meet with ambassadors to discuss strategies and their thoughts about how to improve writing. Eng subject leader - Extra time for monitoring. Extra support for Y6 children not on track to meet end of Key Stage expectations.</p>	<p><i>Continue Autumn and Spring Term targets, plus</i> External writing moderation – LCC and/or cluster. Focused writing activities in Y6 prior to submitting judgements, focusing on gaps. Y6 children given individual targets based on end of Key Stage criteria. Eng subject leader - Extra time for monitoring.</p>	<p>Children are confident writers; with the necessary skills to access their year group's learning.</p>
<p>To increase the children's basic computing skills.</p>	<p>Settling in Fortnight to include time dedicated to Online Safety and identifying areas for development of basic computing skills - ALL Subject Leader to source programmes to develop these needs - DM Subject leader to revise computing curriculum to allow more time for basic skills, while still covering the NC – to be shared with staff and children - DM Time built into the curriculum to develop basic skills (including touch typing at the start of computing lessons) - ALL Children using computing, to support their SEND needs for writing, spend intervention time practicing their touch typing - SENCO/Y5&6 Subject leader to explain changes to overview with the staff that will be teaching Computing next year - DM Replace equipment that has been highlighted as needing replacing - KW</p>	<p><i>Continue Autumn term targets, plus</i> Computing subject leader meet with ambassadors to discuss strategies and their thoughts about how to improve basic computing skills. Feedback to be gathered re touch type practice. Computing skills to be included in lessons in other subjects.</p>	<p><i>Continue Autumn and Spring Term targets, plus</i> End of year assessments showing basic skill achievement shared with Computing lead and next class teacher.</p>	<p>Computing skills are used by children across the whole curriculum.</p>

	<p>Class teachers to use the digital literacy skills once they have been taught in non-computing lessons - ALL</p> <p>Computing teachers to know who the children are that are currently working towards expectations so they can be targeted for help in lessons - ALL</p> <p>Continue the computing club with different year groups invited - DM</p> <p>Ensure all Chromebooks are charged and ready for use, each day – Y6</p> <p>Find out what the Chromebooks can be used for, other than research - KW</p> <p>As part of the normal rolling programme for subject leaders, time will be planned to observe computing session in classes and provide feedback - KW</p> <p>Interactive board games and ipad use in EYFS – EYFS staff</p>	<p>Extra computing assessment, based on basic skills checklist.</p>		
<p>To increase links with the school community and beyond.</p>	<p>Parents</p> <p>Continue all lines of communication with parents e.g. newsletter, website, class emails, teacher’s emails available, in person after school, paper letters available, termly overviews, reading records, text reminders, Facebook group, notice boards, posters – KW/Office/Teachers</p> <p>Complete survey about the current situation with communication between school and parents - KW</p> <p>Create working group and discuss results of survey and possible options to improve communication - KW</p> <p>HT work with other local schools to find out what method of communication are available for schools - KW</p> <p>SCOT4ALL to create overview for events throughout the year - RA</p> <p>Stay and play sessions (Aut 2 in EYFS) – EYFS staff</p> <p>Invite parents in wherever possible – linked to learning - ALL</p> <p>Termly worship sessions led by each class (Y1 & Y6) – Y1/Y6</p> <p>Community</p> <p>Continue to work with church – Harvest, Christmas and Worships in school - KW</p> <p>Rev Catherine to spend time in EYFS so the children get to know her before attending Worship - KW</p> <p>SLT to create an overview for accessing support for children and parents - SLT</p> <p>Develop closer links with Dorrington Woods group – use the woods more for lessons - SH</p> <p>Termly visits to Ashton Manor - SH</p> <p>Continue clubs lead by local agencies e.g. Helen’s dance, Morecambe Football Club, Shireshead cricket and JAM club – NISCU – AB/KW</p> <p>All staff to be sent the newsletter and attachments weekly - JP</p> <p>Paint the front of school to smarten it up – pride of place in the community - AM</p> <p>Wider World</p> <p>School Council decide charity for the year (not local) - KW</p> <p>HT to find out about how to link to schools outside our local areas, including inner cities, rural and abroad - KW</p> <p>Update the world map in the corridor to show where our families come from - SH</p> <p>Make links to parts of the world our families come from in lessons, displays, discussions etc - ALL</p>	<p><i>Continue Autumn term targets, plus</i></p> <p>Working party review actions taken so far.</p> <p>World book day –parents invited in to help with a variety of activities.</p> <p>SCOT4ALL bingo.</p> <p>Faith artefacts shared with Y6 children and parents for discussion and engagement leading to an explanation of artefacts.</p>	<p><i>Continue Autumn and Spring Term targets, plus</i></p> <p>Cultural Festival – sharing information, food music etc from different countries/cultures around the world.</p> <p>Bowling as part of PE on bowling green.</p>	<p>Improved links with parents. Increased involvement with local businesses/support agencies. Children have an increased knowledge about the world we live in.</p>