



School Improvement Plan 2024-25

Target	Autumn Steps	Spring Steps	Summer Steps	Success Criteria
INTENT	IMPLEMENTATION			IMPACT
To ensure all children make at least expected progress in writing.	<p>Time spent during first two week recapping non negotiables for each year group - ALL</p> <p>Independent writing pieces completed so that teachers have a baseline for each child (Aut 1 as baseline – recount, My Perfect day) – Y1-6</p> <p>Independent writing pieces completed at the end of the term – Y1-6</p> <p>Eng subject leader and HT create expectations for Y3 – 5 based on a progression of skills and stamina – KW/JR</p> <p>Handwriting and presentation policy shared with staff and expectations explained to children – KW/JR & ALL</p> <p>Classroom environment expectations shared with staff – displays and prompts - JR</p> <p>Recap of strategies introduced last year – types of sentences, golden pencils, certificates for improved writing and writing displayed outside HT room – ALL</p> <p>Sentence fragment work to be completed so that children know what a full sentence looks/sounds like</p> <p>Writing booklets to be introduced in Y3 then referred back to in Y4 – Y6 – KS2</p> <p>Editing grids reintroduced/explained and used regularly in Eng lessons – Y1-6</p> <p>Spelling booklets to be introduced in Y3 and then used in Y4 – 6 – KS2</p> <p>In house moderation – staff meeting - JR</p> <p>Focus on meaningful and purposeful writing – emphasis on developing key skills for writing - ALL</p> <p>EYFS emphasis on writing in continuous provision – EYFS staff</p> <p>Two extra places in AIM High writing session (Y6s) - KW</p> <p>Eng subject leader meet with ambassadors to discuss strategies and their thoughts about how to improve writing.</p>	<p>Continue Autumn term targets, plus</p> <p>Support and interventions planned for those who struggle with writing (Provision map) - RA & ALL</p> <p>Visible targets based on grammar year group expectations shared with and explained to children -Y1 -Y6</p> <p>Analyse assessments and track children’s progress, reporting to parents during consultations - All</p> <p>In house moderation – staff meeting - All</p> <p>Extra support for Y6 children not on track to meet end of Key Stage expectations - SH</p> <p>Moderation with school advisor - SH/JR</p> <p>Introduce IDL (spelling/reading test to identify children) - RA</p> <p>New provision map training - RA</p> <p>Pie Corbett writing sessions in Y6 - SH</p> <p>Free grammar sessions for Y5 – HW</p> <p>AIM High Y3/4 session - JR</p> <p>Golden pencil check – staff to prep lists by 27.01.25 - KW</p> <p>Extra writing time in small groups in Y6 - SH</p> <p>Talk to members of staff in other schools about writing – timetables, expectations and strategies - All</p>	<p>Continue Autumn and Spring Term targets, plus</p> <p>Time dedicated to allow children to assess their own work with an adult - Y1 – Y6 - All</p> <p>Eng subject leader - Extra time for monitoring especially classroom environments and sentence fragment work, reporting to Head teacher and English governor - JR</p> <p>External writing moderation – LCC and/or cluster - SH</p> <p>Focused writing activities in Y6 prior to submitting judgements, focusing on gaps - SH</p> <p>Y6 children focus on individual targets based on end of Key Stage criteria - SH</p> <p>YR focus on providing more writing opportunities in continuous provision – RA/GM</p> <p>Y6 children share their thoughts and ideas about how to improve writing across school - SH</p> <p>Computing/literacy training – DM</p> <p>Jane Considine units trialled in each class – All</p> <p>Cross school writing moderation - All</p>	<p>Children are confident writers; with the necessary skills to access their year group’s learning.</p>
To increase the children’s basic computing skills.	<p>Settling in Fortnight to include time dedicated to Online Safety and identifying areas for development of basic computing skills - ALL</p> <p>Subject Leader to source programmes to develop these needs - DM</p> <p>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</p> <p>Children using computing, to support their SEND needs for writing, spend intervention time practicing their touch typing - SENCO/Y5&6 (5 children)</p> <p>Replace equipment that has been highlighted as needing replacing - KW</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>Ensure all Chromebooks are charged and ready for use, each day – Y6</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>Year 6 children use spreadsheets to manage budgets in Enterprise week - SH</p>	<p>Continue Autumn term targets, plus</p> <p>Time built into the curriculum to develop basic skills (including touch typing at the start of computing lessons) - ALL</p> <p>Class teachers to use the digital literacy skills once they have been taught in non-computing lessons - ALL</p> <p>Continue the computing club with different year groups invited - DM</p> <p>Access to Chromebooks organised for Year 5s – SD</p> <p>IDL (touch typing practice) - RA</p> <p>Garage band in Y6 – using ipads -SH/JR</p> <p>Use QR codes to share PDFs with ipads – HW to explain</p>	<p>Continue Autumn and Spring Term targets, plus</p> <p>Find out what the Chromebooks can be used for, other than research - KW</p> <p>Extra computing assessment, based on basic skills checklist - DM to check</p> <p>End of year assessments showing basic skill achievement shared with Computing lead and next class teacher - All</p> <p>Talk to members of staff in other schools about computing – how used across curriculum & basic skills - All</p> <p>Computing subject leader meet with ambassadors to discuss strategies and their thoughts about how to improve basic computing skills – DM</p> <p>Feedback to be gathered re touch type practice - DM</p> <p>One piece of computer published work to be completed by each child by the end of the year - All</p> <p>Computing/literacy training - DM</p>	<p>Computing skills are used by children across the whole curriculum.</p>

To increase links with the school community and beyond.	<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, Blog – KW/Office/Teachers</p> <p>Complete survey about the current situation with school and parent communication – KW</p> <p>Create working group and discuss results of survey and possible options to improve communication – KW</p> <p>Emails sent from the office to go to priority 1 and 2 – AM/JP</p> <p>Newsletter to be sent on separate email to all other attachments - JP</p> <p>HT work with other local schools to find out what method of communication are used – KW</p> <p>Create an overview of lines of communication (with reasoning) between home and school – KW</p> <p>Install new information board on wall so parents on playground can see it – KW/DC</p> <p>SCOT4ALL to create overview for events throughout the year – RA</p> <p>SCOT4ALL events – Barn dance, raffle and Christmas Fair</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, Carol Service and Worships in school - KW</p> <p>Open Day planned (info shared on FB page)</p> <p>Termly visits to Ashton Manor - SH</p> <p>Continue clubs lead by local agencies e.g. karate, Morecambe Football Club, Gymnastics, Coach Dan 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>Regular promotion on FB page – KW/AB</p> <p>Find out about Where the Wildlings project – developing school grounds for growing food – KW</p> <p>Take the lead on a transition project for KS2 to KS3 on behalf of the Inclusion Hub – KW</p> <p>Hold competition for posters to encourage safe and considerate parking - KW</p> <p>Wider World</p> <p>School Council decide charity for the year (not local) - 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>Rev Catherine to spend time in EYFS so the children get to know her before Worship – KW</p> <p>Working party review actions taken so far - KW/SH</p> <p>World book day (Thursday 6th March) –parents invited in to help with a variety of activities JR</p> <p>SCOT4ALL bingo (Friday 28th March) – Please help!</p> <p>SCOT4ALL AGM (30th Jan) – please attend!</p> <p>Ashton Manor link for World Book Day - SH</p> <p>Ripley Y6 visit - SH</p> <p>Project for Inclusion Hub (transition between Y6 and Y7) – KW</p> <p>Where the Wildlings are charity link to develop the school groups - KW</p> <p>Talk to members of staff in other schools about community links – how involve parents and build PTA – All</p> <p>Meet with church warden to discuss funding bids – KW</p> <p>Continue to develop plans for the kitchen – KW</p> <p>Music Festival – Year 4s</p> <p>University visits to Year 5 – sustainability/immune system</p>	<p><i>Continue Autumn and Spring Term targets, plus</i></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>HT to find out about how to link to schools outside our local areas: cities, rural and abroad - KW</p> <p>Coffee Morning and Autism Chats with Lucy Ellis (Autism Pathway) - KW</p> <p>Faith artefacts shared with Y6 children and parents for discussion and engagement leading to an explanation of artefacts - SH</p> <p>Cultural Festival – sharing information, food music etc from different countries/cultures around the world - KW</p> <p>Bowling as part of PE on bowling green - AB</p> <p>Ashton Manor link – Tea Party - SH</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>
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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.