

School Improvement Plan 2025-26

End of Spring term review



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	Actions completed	Impact	Next Steps
<p>To be able to use AI to work more efficiently and challenge children appropriately.</p>	<p>Staff meeting held to share and review AI strategies in practice, including open discussion of how AI is being used to support workload. Staff used teaching websites and professional groups to identify and share effective AI applications.</p> <p>AI use modelled in classrooms, including reinforcement of online safety.</p> <p>Online Safety Day lessons delivered in all classes, with a focus on safe use of AI including Siri and Alexa in some classes.</p> <p>Practical examples of AI use in school:</p> <ul style="list-style-type: none"> AI used to model high-quality descriptive writing with pupils. AI used to generate a poem for class worship. AI used to create themed songs to support learning. <p>Teaching around the reliability of AI and the importance of verifying information through other sources.</p> <p>Computing cluster course attended, including updates on AI and future curriculum developments.</p> <p>Pol-Ed AI safety lessons used in classes.</p> <p>Feedback provided to the Governing Body.</p>	<p>Staff report that AI is being used effectively to manage workload, resulting in:</p> <ul style="list-style-type: none"> Reduced workload. Improved staff wellbeing and mental health. Increased staff confidence and consistency in the use of AI across the school. <p>Pupils are developing a clearer understanding of:</p> <ul style="list-style-type: none"> How AI can support learning. The importance of using AI safely and critically. <p>Enhanced quality of teaching resources, including more engaging and creative materials.</p> <p>Early integration of AI into classroom practice, preparing pupils for future curriculum expectations.</p>	<p>Embed and refine effective AI practice across all subjects.</p> <p>Ensure completion and consistency of AI safety lessons (Pol-Ed).</p> <p>Monitor impact on workload and pupil outcomes more systematically.</p> <p>Begin controlled use of AI tools with KS2 pupils.</p> <p>Provide guidance and engagement opportunities for parents on safe AI use.</p> <p>Continue to share best practice internally and through professional networks.</p>
<p>To use assessment to identify knowledge and gaps effectively across the curriculum.</p>	<p>Foundation subject assessment information shared with subject leaders (from Autumn term).</p> <p>Writing moderation scheduled and ongoing.</p> <p>Spring writing assessment statements developed.</p> <p>Staff engaged in professional development, including attendance at assessment training with the school's advisor.</p> <p>Continued use of curriculum strands linked directly to assessment to inform planning.</p> <p>Pupil Progress discussions held to review attainment and identify next steps.</p> <p>Book looks and monitoring activities undertaken to assess progression and evidence.</p> <p>Attainment overviews for subjects created and stored with shared access.</p> <p>Subject leader reports to governors included data about attainment in subjects.</p>	<p>Improved alignment between curriculum strands and assessment, leading to:</p> <ul style="list-style-type: none"> More focused planning. Better curriculum coverage in foundation subjects. <p>Increased staff confidence in assessing writing through clearer progression statements.</p> <p>Greater consistency in assessment practices across the school.</p> <p>Assessment information is increasingly being used to inform teaching and identify gaps.</p> <p>Staff are engaging in professional dialogue about the effectiveness of assessment systems.</p> <p>Governors understand how foundation subjects are assessed.</p>	<p>Complete Summer term writing assessment statements.</p> <p>Review and refine assessment statements to ensure clarity, usability and impact.</p> <p>Book looks in staff meetings – evidence of strands.</p> <p>Continue moderation to maintain accuracy and consistency.</p> <p>Strengthen use of assessment data to inform adaptive teaching and targeted support.</p> <p>Continue professional development to build assessment expertise across staff.</p>
<p>To revise the multiplication and division written calculation policies to ensure progression.</p>	<p>An Open School session was held for parents and pupils focusing on the teaching of multiplication and division across the school.</p> <p>Parents worked alongside their children to experience the methods and approaches used in lessons, including progression through different strategies</p> <p>Staff modelled calculation methods and explained the rationale behind the school's approach.</p>	<p>Strong parental engagement, with positive attendance and participation.</p> <p>Parents reported increased confidence and understanding of how multiplication and division are taught in school.</p> <p>Improved alignment between home and school approaches, supporting children's learning more effectively.</p> <p>Parents valued the opportunity to work through maths problems alongside their children, strengthening home-school relationships.</p>	