

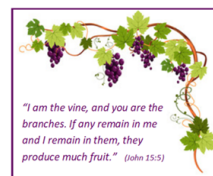
School Improvement Plan 2022-23 End of Spring term review



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
Writing To improve the quality of writing across school.	<p>New and exciting vocabulary has been displayed on the wall linked to the different subjects being taught.</p> <p>The end of Autumn term data was analysed and in class support and interventions planned for children either not making progress or not working at expectations.</p> <p>The subject leader observed lessons and talked to class teachers about areas for development.</p> <p>Overall focuses for sentence writing within each class were identified and focused on.</p> <p>Tutoring was provided to support children with their writing.</p> <p>The subject leader and Head Teacher studied the requirements of the National Curriculum closely and provided expectations for Key Stage One linked to these.</p> <p>The key sentence writing skills from the National Curriculum for Key Stage One were analysed and planning adjusted accordingly to ensure coverage.</p> <p>Writing was moderated across school to ensure expectations are consistent before the end of Spring term judgements were made.</p> <p>As part of the High Quality Teaching and Learning programme, the subject leader introduced definitions of "non sentences" with pictures to simplify these and ensure consistency across school.</p>	<p>Focusing on quality rather than quantity has improved sentence writing in Key Stage One. The grammatical accuracy of sentence writing in KS1 is better this term. The data shows good progress and a higher number of children working at the expected level for writing across KS1 compared to at the end of the autumn term.</p> <p>Now that the children have been trained in using the editing strips, children across school are using them to identify their own mistakes more often. There is a better understanding of what a sentence is due to the definitions of non-sentences and pictorial representations.</p> <p>Children are using the non-sentence vocabulary when editing and teachers reinforce this in their oral and written feedback.</p> <p>Children are more confident when spotting their own errors using the definitions and know how to change their writing to make it accurate.</p> <p>Handwriting has improved generally across school, especially for those children who have focused on and tried hard with their letter formation.</p>	<p>Book scrutiny – SPAG/editing focus</p> <p>Identify intervention groups based on Spring term data</p> <p>Display and use the definition of a complete sentence – SOMEONE OR SOMETHING DOING OR BEING SOMETHING.</p> <p>Moderation – with other schools – YR, Y2 and Y6.</p> <p>SPAG preparation – Y6</p> <p>Writing focus – Y6</p> <p>High quality first cluster training – training with staff during staff meetings</p> <p>Report impact of actions to staff, governors and parents</p> <p>Introduce editing grids in Reception</p>
Curriculum To ensure that the curriculum is being covered in an engaging and creative way and children are accessing the key skills and knowledge at the right level, with subject leaders confident about what is happening across school in their subject area	<p>All teachers have continued reminding the children about previous learning before starting new topics. Throughout the topics, links have been explicitly made to previous learning, to other areas of the curriculum and to our Christian vision and values.</p> <p>Mini quizzes were introduced part way through topics to ensure children's knowledge of the key areas were becoming embedded.</p> <p>Subject leaders have continued to monitor how their subject is taught through school by looking through books, checking the blog and talking to the subject ambassadors. They have been released from their classes to do this.</p> <p>Having considered writing individual subject policies, the Senior Leadership Team decided that our Drivers, Key strands and overview of learning documents, alongside our Teaching and Learning policy (all on the school website) provide the same information as a policy. As such, no subject policies would be necessary.</p> <p>Some subjects however do require risk assessments, so subject leaders provided these.</p> <p>Subject leaders taught in different years groups, using their subject specialism to enhance the children's learning.</p> <p>An eco group has been established and awards investigated. Trees were planted on the field.</p> <p>Teacher assessments were given to the subject leaders at the end of each unit of work.</p>	<p>Children are readily making links to previous learning, which is helping them retain knowledge across the curriculum and make sense of new information.</p> <p>The mini quizzes have helped to identify gaps in knowledge and from these, plans have been adapted to ensure the children know what they should be by the end of the topic linked to the key strands. These have been particularly helpful in history, geography and science.</p> <p>Subject ambassadors talk well about what they know and this, alongside observations and book scrutinies, have given subject leaders a more in depth understanding of the teaching and learning progression for their subjects across school.</p> <p>By teaching in different classes, subject leaders have been able to share their specialist knowledge and enthusiasm with different classes. Feedback from children has been positive.</p> <p>End of unit assessments have provided a good indication of the number of children working at age related expectations and above for the subject leaders. Sharing this information with governors has ensured that leaders, at all levels, understand attainment across school.</p> <p>Governors have received regular updates from subject leaders and some have spent time in school and with subject ambassadors – leading to an improved insight into the school curriculum.</p>	<p>Plan more outdoor learning lessons</p> <p>Lesson walkthroughs/mini observations – PSHE, Music and DT</p> <p>Art and DT subject leads meet with ambassadors</p> <p>Subject leaders look through books, displays and blog for evidence for own subject</p> <p>Subject leaders teach own subjects in different classes (half a term)</p> <p>SL – use teacher assessments to get understanding of subject across school</p> <p>Lesson walkthroughs – Geography, English, PE, Science and Art</p> <p>SL - report to govs about subject – Geography, English, PE, Science and Art</p> <p>SL – meet with ambassadors from each class</p> <p>Work towards getting an Eco Award with the Eco team</p> <p>High quality first cluster training – training with staff during staff meetings</p> <p>Evaluate themes with the children – in order to adapt for next year, if necessary</p>

<p>EYFS To ensure that the EYFS space is used effectively to support the children's learning inside and out.</p>	<p>Assessments were made at the end of the Spring term to determine which children were on track to meet the Early Learning Goals. Teaching assistants new to the role have been supported to ensure they understand their role fully.</p> <p>Areas were adapted according to children's interests so that they were fully engaged with activities designed to support progress in learning.</p> <p>The Nursery moved into the porta cabin this term and areas set up to ensure maximum use of the space. Nursery and Reception have continued to use the same themes to teach and enhance continuous provision.</p> <p>Jolly English interventions were introduced to support identified children's learning.</p> <p>Due to the delay in the building project, some of the actions will move to the summer term.</p>	<p>The progress of all children in EYFS is monitored closely and this has ensured that gaps in knowledge and skills are identified and support provided when they are not at age related expectations. The EYFS team have planned to provide opportunities to fulfil the needs of the children based on the assessments. By setting up the continuous provision focused on these needs, social play and interactions have improved and the most recent data shows that a greater number of children are closer to their end of year target than at the end of the autumn term.</p> <p>The outdoor area, role play and maths provision are updated regularly linked to topics and areas of interest. Observations show that the children are more engaged with these areas, thus building the knowledge and skills they are designed to target.</p> <p>Modelled play has shown the children how to use areas appropriately and observations show that children have become more creative, planning carefully how to use the resources provided and using them well</p>	<p>Adapt continuous provision based on assessments to provide opportunities for weak areas</p> <p>Modelling using areas with specific children working below expectations</p> <p>Prepare newly created Early Years unit ready for Sept 2023</p> <p>Plan quiet learning area and indoor continuous provision area</p> <p>Plan use of outdoors based on size and layout of new space</p> <p>Complete end of year assessments and identify areas for improvement for next year's classroom arrangements</p> <p>Determine staffing roles for September and use of space – including employment of a new EYFS teacher.</p>
<p>Maths To ensure that children know their basic mental maths off by heart e.g. number bonds and timetables</p>	<p>The new maths challenge – Super Speedy Maths- is now up and running.</p> <p>The subject leader and Head teacher met to discuss and decide on the most important/appropriate steps for each class across school and a progression through them, linked to the National Curriculum expectations. A staff meeting was held, led by the subject leader, to share resources and explain the system.</p> <p>The subject leader met with parents at our Parents' Forum to explain our reasoning and arrangements for Super Speedy Maths.</p> <p>Letters were sent to parents to explain how it would work and children were informed.</p> <p>Resources have been created to support the children when practising their step in school.</p> <p>Time is allocated in class to practise the target.</p> <p>Ideas were shared in staff meetings for the best resources to practise.</p>	<p>The children across school are engaged with Super Speedy maths and many are practising regularly at home.</p> <p>There has been an improvement in the facts the children know week on week – shown by the tests results and number of tickets in the raffle. More children are scoring highly, the longer the same step is practised.</p> <p>The competitive element has been embraced by the children and scores in tests show that some children who struggled previously with mental maths skills have made good progress.</p> <p>The reward element has created a desire to do well. This has led to an increase in practising at home and an improvement in mental maths skills during maths lessons.</p> <p>Feedback from parents and children has been positive about the challenge.</p>	<p>Subject leader to discuss impact of Super Speedy Maths with ambassadors</p> <p>Maths observations by subject leader</p> <p>Y4 predictions for the Multiplication check</p> <p>Establish intervention group for mental maths strategies – Y4</p> <p>Daily practice to get used to the multiplication check – Y4</p> <p>SL monitor impact of challenge – talk to staff and analyse data</p>
<p>SEND To ensure all staff and parents understand what support is available and the processes needed to access the relevant support.</p>	<p>SEND was a focus of our Parents' meeting in the first part of the spring term. Our SENCO explained the difficulties we have in school when trying to get additional support for children and the limited resources schools have financially. She also explained everything that we do currently provide and shared pathways for accessing support from outside agencies.</p> <p>The SENCO re-shared information about dyslexia friendly classrooms with teachers.</p> <p>Provision maps were created based on the data from the autumn term and intervention groups formed.</p> <p>Children were identified and received tutoring.</p> <p>A letter was sent to parents informing them about our SEND provision and our information book in the foyer, which identified support networks for parents. Some of these have been shared via the weekly newsletter too.</p> <p>ILPs were written and shared with parents for children with additional needs.</p>	<p>Those in attendance at the Parents' meeting were appreciative of the information shared. Many were able to ask questions and clarify aspects of our SEN provision.</p> <p>The pack we created for parents (in the foyer) has been used by the Learning Mentor to signpost parents and find support for specific needs. It has also been used by other local charities, ensuring more families had access to help.</p> <p>Most children receiving support in school have either continued to make progress or made accelerated progress. Interventions have been changed according to needs and ILP targets have ensured the children are receiving the right support for them.</p> <p>Our SENCO and Learning Mentor have met with many parents this term in order to either support individuals or families, help with referrals or signpost them to outside agencies. Parents receiving this support have expressed gratitude for school's help and guidance.</p>	<p>Continue to support children and families with SEND needs.</p> <p>Evaluate impact of interventions through assessments and discussions with teachers, TAs and children - change and adapt if necessary</p> <p>Adapt interventions according to the latest data</p> <p>Support for Y6 children with SATS</p> <p>Ensure good transition for SEND children – next class and secondary school</p> <p>High quality first cluster training – training with staff during staff meetings</p>