

School Improvement Plan 2024-25

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
To ensure all children make at least expected progress in writing.	The strategies introduced in the autumn term were continued, including golden pencils and writers of the week. Based on the assessments made at the end of the autumn term, and following training by our SENCO, new provision maps were completed showing interventions for those not at the expected level or not making progress. The Year group targets for writing were shared with the children, so that they know what the expectations are by the end of the year. In some classes, children had time to look at these targets individually with a member of staff to identify their own areas for development. IDL was introduced for children who find spelling difficult, especially when their ability in reading is high. The programme identified the children's starting point and will now work through the lessons at their own speed. Parents were informed if their child is using the programme and were asked to encourage children to use the programme at home. Pie Corbett online writing sessions were introduced in Y5 and Y6 and some Y3/4 children visited a local school to take part in a writing day. As always, writing was moderated internally, with all staff assessing children's writing from other classes. In addition, the school advisor visited and looked through the Y6 books to assess the current levels and areas for development.	The profile of Writing has been raised across school. Children are proud of themselves and classmates when writing is celebrated – golden pencils and Writer of the Week. In Y6 engagement in writing is improving due to Pie Corbett sessions. Children are more confident knowing what a sentence is due to consistent definition. It is too early to determine the effectiveness of IDL, so this will be monitored. Children are more aware of areas they need to focus on and have already started to work on them to make improvements. Writing outcomes are similar to the autumn term, however as the curriculum has not been fully covered yet, it is difficult to predict the impact of the strategies. This will be seen more by the end of the year.	Monitor the impact of IDL. Y6 change curriculum to include different texts allowing for a range of writing to be produced. Trial a new scheme for writing and feedback about effectiveness in preparation for planning for 2025-26. Continue with Writer of the Week and golden pencils. Time dedicated to allow children to assess their own work with an adult - Y1 – Y6 Internal and external writing moderation. YR focus on providing more writing opportunities in continuous provision. Y6 children share their thoughts and ideas about how to improve writing across school.
To increase the children's basic computing skills.	The strategies introduced in the autumn term were continued, including touch typing practice for those using laptops to write regularly. The chrome books have continued to be used for research purposes in Y5 and Y6. The computing leader started a girls' computer club focusing on digital literacy. Basic computing skills were practised regularly during computing lesson time including touch typing to build speed. Computing skills have been used across the curriculum when appropriate, including during the online Pie Corbett sessions in Y5 and Y6. The computing leader has continued to offer advice and support for using computing across the curriculum as well as the computing curriculum. Following training on Garage Band, the Y6 teacher introduced using technology for composition as part of the music curriculum. Assessments were completed to check the children's ability for the computing curriculum and basic skills.	Children who have been practising touch typing over a long period of time have improved and are now proficient at typing up own work and are showing what they are capable of. Children attending the computing club were enthused about using their ICT skills to create magazines. The Pie Corbett writing sessions online have enthused the children to write complex and interesting sentences/paragraphs. IDL is helping more children build up their typing speed. Garageband has enhanced the music lessons – especially composing.	Find out what the Chromebooks can be used for, other than research. Extra computing assessment (based on basic skills checklist) to be analysed. Computing subject leader meet with ambassadors to discuss strategies and their thoughts about how to improve basic computing skills. One piece of computer published work to be completed by each child by the end of the year.
To increase links with the school community and beyond.	The strategies introduced in the autumn term were continued, including another Communication Working Party meeting with feedback and further discussion about improvements. Parents have continued to be welcomed into school for a variety of reasons, but particularly during our World Book Day celebrations. Parents who wished to discuss autism met in school for our first coffee morning. Unfortunately, Lucy Ellis could not attend, but 7 parents came along. Parent volunteers helped at the successful SCOT4ALL Bingo night and much fun was had by all. Links to the community involved another visit to Ashton Manor by our Y6 class as part of the World Book Day activities and they also went to Ripley to see what life is like at secondary school. The Y4s had fun at the Lancaster Singing Festival and the dance team represented Lancaster and Morecambe in competition in Blackpool. The Y5 children enjoyed visits from University staff and learned about the immune system practically. More funds were raised for Water Aid by the school council's Film Night and a bid for a grant to help develop the grounds of school to become more green was successful.	Parents who have been in classes have reported that they enjoyed the experience. Links with Ashton Manor have developed with more visits planned. The coffee morning allowed parents to support each other and know that others share the same issues. A supportive WhatsApp group has been created to share experiences and ideas. Parents expressed a desire for this to continue. Children have enjoyed seeing lots of parents in Worships and Assemblies. Over £7000 has been raised for the kitchen and designs for the kitchen have been created, but these need looking at in more detail and more funding secured before progress can be made. Now we have grant funding, the school council can start the "Where the Wildlings Are" project.	SLT to create an overview for accessing support for children and parents. Develop closer links with Dorrington Woods group – use the woods more for lessons. Coffee Morning and Autism Chats with Lucy Ellis (Autism Pathway). Faith artefacts shared with Y6 children and parents for discussion and engagement leading to an explanation of artefacts. Cultural Week and Festival – sharing information, food, music etc from different countries/cultures around the world. Bowling as part of PE on bowling green.