

# School Improvement Plan

## 2022-23

### End of Summer 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
<b>Writing</b> <b>To improve the quality of writing across school.</b>	Book scrutiny – SPAG/editing focus Identified intervention groups based on Spring term data. Displayed and used the definition of a complete sentence – <b>In a sentence, someone or something does (or is) something. It is complete.</b> Moderation – especially YR, Y2 and Y6. SPAG (Spelling, Punctuation and Grammar) preparation – Y6. Post SATS - Writing focus (Y6) for teacher assessments. High quality first cluster training – training with staff during staff meetings.	Children are more confident with knowing what a sentence is and what a sentence isn't (most common errors). Generally across school, writing attainment has improved throughout the year. Moderation has supported teachers' writing judgements – specifically in Y2 & Y6. Y6 Writing judgements – 80% working at the expected level or above. 20% working at a greater depth. SPAG Y6 results – 83% working at the expected level (72% is national average) or above. 53% working at greater depth. Parents report that their child's writing has improved this year (questionnaire).	Continue to monitor the progress and achievement in children's writing. Continue to develop a portfolio of writing to support moderation. Look at the expectations of English in KS2. Feedback policy to be reviewed.
<b>Curriculum</b> <b>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</b>	Teachers planned more outdoor learning. Subject leaders looked through books, displays and blog for evidence for own subject. Computing and Geography subject leaders taught own subjects in different classes (half a term), English lead read with less able children in KS1 and PE leader led clubs and took children to competitions. Subject Leaders used teacher assessments & lesson walkthroughs to get an improved understanding of subject across school. Geography, English, PE, Science and Art Subject Leaders reported to Governors about subject. Subject Leaders met with ambassadors from each class. High quality first cluster training – training with staff during staff meetings.	More outdoor learning has taken place. Local visits and those further afield have taken place – enhancing the curriculum and bringing learning to life. Positive feedback from children and parents. Subject Leaders continue to know more about how their subject is taught/learned across school. English leader has good sense of reading in KS1. Where subject specialism teaching has taken place, children have benefitted from enthusiasm and more in-depth knowledge. Governors are informed about subjects across school, without this being a time-consuming task for teachers – well-being and time spent at meetings after school is considered. Parents report that our curriculum is well rounded, children are excited by topics and it is practical. Parents comment positively about our holistic and cross curricular approach.	Continue to have Subject Leader time out of class across school. Choose more ambassadors for 2023/24. Support Subject Leaders of subjects chosen for a deep dive, when OFSTED visit. Teacher assessments to be automatically completed and shared with Subject Leaders at the end of each unit of work. Continue to work towards an ECO award.
<b>EYFS</b> <b>To ensure that the EYFS space is used effectively to support the children's learning inside and out.</b>	Staff adapted continuous provision based on assessments to provide opportunities for weak areas. Staff modelled using areas with specific children working below expectations. Staff planned the use of outdoors based on size and layout of new space. End of year assessments were completed and areas for improvement for next year's classroom arrangements were identified. Staffing roles for September were determined and use of space – including employment of a new EYFS teacher.	Plans have been made for staffing in the EYFS Unit – Miss Marshall will join Mrs Atkinson as a teacher, with Mrs Todd-Bryce and Mrs Whiteside as TAs. Time has been spent thinking about the space and resources needed in the new area by all members of the team. A wish list has been created and money dedicated by the governors to resource the area. Some resources have been purchased. Due to the delay in the building project, everything possible has been done to be ready for September 2023.	Continue on SIP next year – new teacher and new space.
<b>Maths</b> <b>To ensure that children know their basic mental maths off by heart e.g. number bonds and timetables</b>	Subject Leader discussed impact of Super Speedy Maths with ambassadors and other children. Y4 predictions for the Multiplication check were made – test has now been completed. Daily practice took place to help the children get used to the multiplication check – Y4. Subject Leader monitored the impact of challenge – talked to staff, gathered feedback from parents and analysed data.	Teachers report that Super Speedy Maths is having a positive impact on many children. Results from tests show that children are more confident with times tables. Feedback from children is mixed (mainly depending on ability and whether they liked maths anyway). Y4 children understood how to access the multiplication check and results are better than expected – 68% scoring 20 or more out of 25. Parents responses (13.07) Enthused by challenge and it's helped – 50% It's helped, but not so keen – 14% Don't know – 32% Not helped at all – 4.5%	Continue to monitor the impact of Super Speedy Maths. Re-jig the Maths curriculum to make it even more practical (especially in KS1). Subject Leader to assess impact of this change. Subject Leader adapt Super Speedy Maths units for next year.

<p><b><u>SEND</u></b>  <b>To ensure all staff and parents understand what support is available and the processes needed to access the relevant support.</b></p>	<p>School continued to support children and families with SEND needs.  SENCO evaluated impact of interventions through assessments and discussions with teachers, TAs and children - changed and adapted if necessary throughout the term. Interventions were adapted according to the latest data.  Support was provided for Y6 children with SATS.  School ensured enhanced transition for SEND children – next class and secondary school.  High quality first cluster training – training with staff during staff meetings.</p>	<p>Children in school and families continue to be supported and signposted if necessary.  Interventions will be evaluated once end of term assessments have been completed. Some children accessing interventions and tutoring have made accelerated progress.  Children with SEND have been supported with enhanced transition to secondary school and into our reception.  Parents report (via the questionnaire) that they have received support through -  Family pastoral help  Child specific pastoral help  Tutoring for child  Meetings with school staff  As well as in class support  Parents report being very grateful for school support. Including our -  Bereavement support  Emotional support</p>	<p>Continue supporting parents, children and families in school and by signposting to outside agencies.  Add signposting ideas to the school website.</p>
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