

School Improvement Plan

2022–2024

Be more...

*Knowledgeable
Mathematical
Literate
Kind*

*Healthy
Pro-Active*

Latest Ofsted Inspection (50171108)

Summary from Ofsted Inspection - September 2021

“This is a good school. Pupils say they love school. They report missing their teachers and their friends during the pandemic. As one parent commented, ‘They laugh on the way in and laugh on the way out’. Pupils speak highly of the care teachers have for them. They know they are well looked after.

Ofsted Supportive Statements

- One pupil stated that the school was special ‘because of the people in it’
- The whole school team has risen to this challenge with enthusiasm. There is a tangible sense of family amongst all adults in school.
- The school’s ethos is one of care. It places huge importance on the well-being and mental health of the whole school community.

Overall Effectiveness of the School

- Good

Quality of Education

- Leaders have made reading a high priority. The introduction of a systematic approach to teaching phonics is bearing fruit.
- There are similar strengths in mathematics. The curriculum is well planned and sequenced. Teachers often recap learning so that what pupils have learned before is reinforced.

Behaviour and Attitudes

- Pupils behave very well in lessons. They apply themselves and concentrate as much as they can. Pupils respond well to the consistent routines and high expectations of teachers. The atmosphere in lessons is calm and productive.

Personal Development

- The school has ensured that there is a wide range of opportunities to promote positive personal development for pupils.

Leadership and Management

- Leaders have worked hard to successfully address weaknesses identified at the last inspection.
- The direction given by leaders and the ongoing optimism and excitement shown by all staff are pivotal to the school’s continuing improvement.

Early Years

- In the early years children listen well, line up sensibly and sit attentively on the carpet. The early years setting encourages children’s curiosity, independence and cooperation.

Ofsted Guidance for What the School Should Do to Improve Further

Curriculum planning in some subjects currently begins for pupils in Year 1. Leaders must make sure that curriculum planning for all subjects starts in the early years so children can build on what they already know when they start the Year 1 curriculum.

Some subjects in the curriculum are not yet well planned and sequenced. This prevents pupils building on what they already have learned or remembering in the long term what they have been taught. Further work must be completed to ensure that the curriculum in all subjects is of an equally high standard as seen in mathematics and English.

Our School Vision

We believe that all children should experience the feeling of accomplishment in a wide range of areas. Our curriculum therefore simply inspires our children to **be more** - we want our children to be more successful in school over the course of a day, a term, a school year and inspired for their whole academic career.

Our curriculum gives pupils a mix of academic and personal development; it gives equal importance to core and foundation subjects; physical wellbeing and mental wellbeing. Personal and social education is the basis of our ethos ensuring the children's emotional needs are met thus allowing them to excel.

We carefully balance the requirement for pupils to reach national expectations in core subjects with our wider curriculum aims of providing a full spectrum of thoughtful and enriching experiences. We offer them a rich and varied curriculum to encourage them to be successful throughout their academic career and allowing them to thrive.

Intent

At Seascape Primary School we want our children to experience:

- A curriculum that has knowledge and vocabulary at the heart of learning
- A curriculum that helps children to know how to live healthy lifestyles – both physically and mentally
- A rich curriculum that enables pupils to see the world beyond their locality
- A curriculum where knowledge underpins and enables the application of skills
- Opportunities to embed basic skills
- Resilience, perseverance, challenge and support so they have the confidence to aim high and aspire to more
- Spiritual, moral, social and cultural experiences threaded through all we do which will facilitate our pupils' future

Implementation

As a school we advocate a consistent approach to teaching and learning, strongly informed by research evidence into what works in the classroom. We recognise the importance of personalising learning to the needs of individual children and classes. Our focus is upon all children in our classes making maximum progress across the curriculum.

Rosenshine's 10 Principles of Instruction underpin the classroom practice at Seascape Primary School:

1. Daily review
2. New material in small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check student understanding
7. Obtain high success rate
8. Scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

Early Excellence forms the basis of our approach with nursery and reception and key stage one. We believe that children learn through play and new experiences and we strive to offer this through high quality, open ended resources which are accessible to all children. As a school we strive to develop independent children, who take pride in their own learning by leading it their own way, knowing their voice and opinion is heard and by learning in a safe environment where risk taking is encouraged.

We are proud to be a '**Read, Write, Inc**' school. As part of this, we use **silent signals** across the whole school in

order to promote high levels of engagement and pace within all lessons.

We are a 'Big Maths' school. Lessons are structured and follow a clear process based on the principals of the **cognitive load theory**. We believe that children need to revisit taught material in order to move knowledge / information from their short term memory into their long term memory.

The cognitive load theory also forms the basis of our classroom setup across the school. We believe that continuous provision allows children to explore taught skills independently as well as promoting their own independent enquiry. This allows for learning to be revisited and extended. Within key stage two, where continuous provision is not set up around the classroom, teachers use 'deliberate forgetfulness' (Chris Quigley) and continuous resources within the room to revisit learning e.g. world maps, timelines and quizzes.

Impact

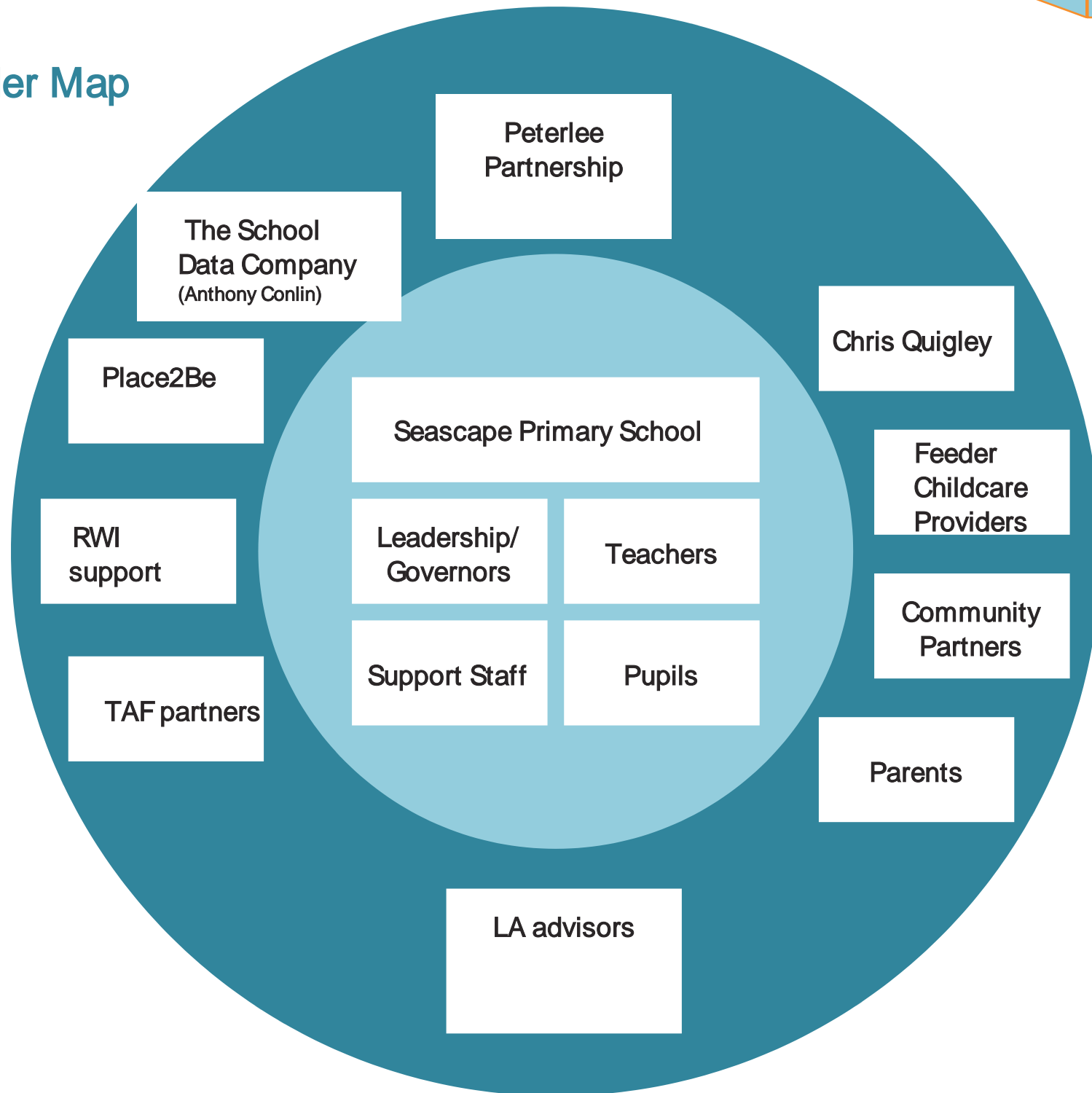
First and foremost we want to instil in our children a love of learning and an understanding that the learning is part of a journey they are on. We want them to feel safe, to express and celebrate their learning achievements and recognise their own personal and academic growth. We see this impact in:

Due to the rich curriculum we offer we expect to see improvements across:

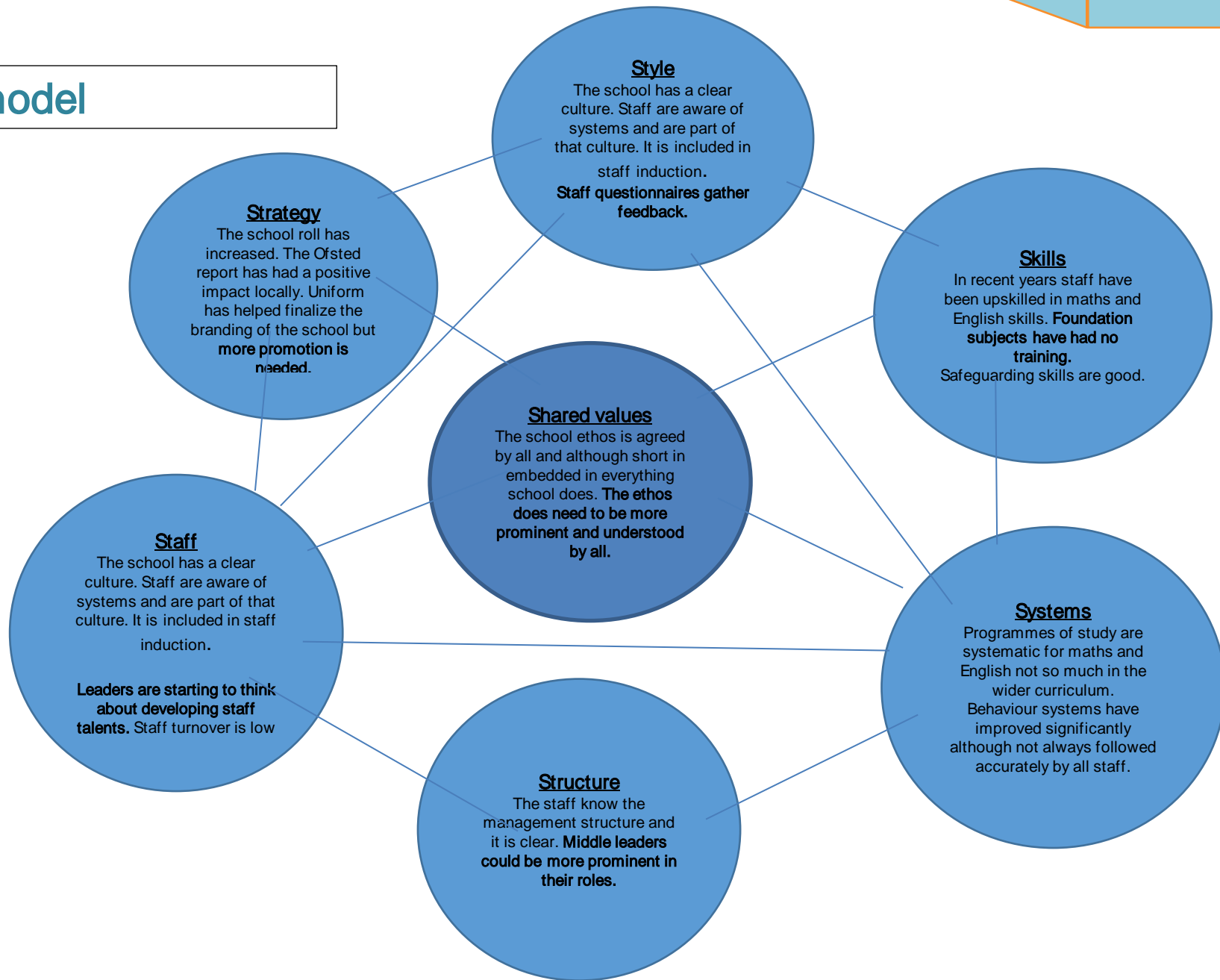
- The engagement of pupils in lessons
- The profile of all subjects being raised in school
- Increased knowledge and skills of children year on year
- Broader experience
- An increased participation in lessons and activities

The impact of what we do and what the children achieve cannot always be measured in data sets and numbers so we always try to look holistically at the whole child. We consider our children as individuals who are facing future challenges and ultimately leave us high school ready having enjoyed and embraced their learning experiences along the way.

Stakeholder Map



Analysis model



One Year School Improvement Plan

Priorities 2022 – 2023

- the quality of education at the school
- the behaviour and attitudes at the school
- the personal development of everyone at the school
- the quality of leadership and management of the school
- early years

SIP Priorities 2022 – 2023

Key Outcomes (based on the post Ofsted targets for improvement)

Quality of Education (QE)

To change the planning and implementation systems for the foundation subjects of History / Geography and DT.

Behaviour and Attitudes (BA)

For pupils to play a positive role in the development of the school and the wider community

Personal Development (PD)

To ensure pupils have access to a wide set of out of school experiences to develop their talents and interests and increase their activity levels.

Leadership and Management (LM)

To embed and develop the role of middle leaders to improve and maintain academic attainment

Early Years (EY)

To embed the changes to the long term planning and provision in line with the whole school foundation changes.

Quality of Education 2022 – 2023

£ 8725

QE: To change the planning and implementation systems for the foundation subjects of History / Geography and DT.

Action	Expected Impact	Cost	Leadership	Impact	Date
Create a suitable long-term plan for history/ geography and DT that reflects the mixed-age nature of the school but allows long-term recall of knowledge.	<ol style="list-style-type: none"> Chris Quigley dimensions curriculum in place to support staff subject knowledge. New planning system will ensure lessons are not PowerPoint led. Systematic teaching approaches improve consistency across year groups. 	£375 for each curriculum area – History / geography / DT – others are available £3600 for three curriculum development days	EM / AS / SB/SB		
Ensure medium-term plans facilitate progression between year groups alongside opportunities to recall prior knowledge.	<ol style="list-style-type: none"> Medium-term plans show knowledge categories and repeated and revisited many times Planning shows recall methods are planned within foundation sessions. 	Time out for SLT / middle leaders to monitor and coach.	AS/SB/SB		
Embed vocabulary into these subjects so there is a systematic approach to introducing vocabulary like in English.	<ol style="list-style-type: none"> Vocabulary is planned across History / Geography and DT long term plans with purple words and star words. Vocabulary is on display within classrooms and is evident that it builds up over the course of the year. Children in KS2 continue to use Bedrock to improve their vocabulary acquisition. 	Time out for SLT / middle leaders to monitor and coach. Bedrock online vocabulary system £3,000	EM / AS / SB/SB		
Introduce systematic approaches to teaching in these subjects to allow consistency in approach between year groups.	<ol style="list-style-type: none"> A culture of coaching is embedded into foundation subjects to ensure consistency Consistency in display across all classes to promote long term embedding of knowledge e.g. timelines in all rooms Good practice of recall methods shared and embedded. 	Time out for SLT / middle leaders to monitor and coach. Chris Quigley retrieval training for middle leaders £1,000	EM / AS / SB/SB		

<p>Create models (examples of excellence) within DT that are high quality</p>	<ol style="list-style-type: none"> 4. Staff to clearly know what skills should be taught and how. 5. Children to have clear expectations of what they should achieve. 1. Display around the school to improve. 	<p>Cost of DT resources to come out of curriculum budget. INSET days allocated in September.</p>	<p>EM/ AS/ SB/SB/ AB</p>		
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Behaviour and Attitudes 2022 – 2023

£ 7,875

BA: For pupils to play a positive role in the development of the school and the wider community

Action	Expected Impact	Cost	Leadership	Impact	Date
Develop the role of the chatty council so they have a greater impact on the rest of the school and allow the children to have a voice	<ol style="list-style-type: none"> The chatty council to meet weekly and have an established structure The chatty council to take an active role in 'employing' other leaders e.g. playleaders and monitors. The chatty council to liaise more regularly with the governing body to understand how structures work. The chatty council to have a demonstrable impact on the improvement of the school grounds 	None	EM / TD / CS		
To embed the roles for children to play an active part in the school.	<ol style="list-style-type: none"> Monitors 'employed' by the chatty council to help in aspects of the school day to give children a sense of ownership – assembly monitors, librarians, EY readers, animal monitors etc. For SLT to ensure the prominence and consistency of these roles so the children feel like they have a sense of ownership. 	None	EM/ AS / CN/CS		
For pupils and the school to play a wider role in the local community	<ol style="list-style-type: none"> Regular liaison with the church at Open the Book and church-organised events. Choir established to sing at Christmas events within the local community Promotion of these events through social media Re-establishment of Christmas. Summer Fayre style events for the local community. 	£1500 for promotion of events	EM / SJ / TD		

For the development of a parent and child pre school group to support the wider community.

1. Back of grounds fenced off and developed for OPAL style lessons with separate toilet facilities
2. Mud-kitchen area developed
3. Liaison with EYFS providers to encourage attendance.

All costs to come through INEOS funding.

EM / TD

Personal Development 2022 – 2023

£8,300

PD: To ensure pupils have access to a wide set of out of school experiences to develop their talents and interests and increase their activity levels.

Action	Expected Impact	Cost	Leadership	Impact	Date
To plan a range of trips linked to the foundation curriculum	<ol style="list-style-type: none"> 1. Long term plans created that organises trips over the course of an academic year across school. 2. Support and guidance provided to staff about the focus of visits and how to incorporate practical learning into the classroom without losing the focus on key skills. 3. External visits refresher provided to all staff to ensure visits take place following health and safety protocol 	<p>£5,000 for trips to be taken from pupil premium. All other costs to be met from donations. Charity support for trips found. Sports Premium to be used for year 5/6 outdoor adventures support.</p>	AS / EM / SB / SB		
To ensure activity levels are increased throughout the day to improve the physical health of all children.	<ol style="list-style-type: none"> 1. All staff to attend the INSET training by the SSP 2. Increased opportunities made available at all times of the school day for children to be active. 1. Support provided by AE sports to improve activity and gross motor skills in KS1 children and OT for children in KS2. 1. Weekly Mile promoted through the school newsletter. 	INSET provided through SSP SLA	EM / TD / SB		
Ensure culture week and enterprise week offer high quality experiences	<ol style="list-style-type: none"> 1. Culture week and enterprise week are given specific times in the school year where children can be off timetable and immerse themselves in the learning. 2. Culture week to have a clear focus on art work from other cultures. 3. Enterprise week to have a clear focus on cross year group collaboration and career options alternate to university or traditional routes. 	<p>£300 culture week resources All enterprise week money to come from INEOS</p>	EM / TD		

To extend specialised music provision into EYFS	<ol style="list-style-type: none"> 2. Liaison with Durham Music provision over the best offer available. 3. Implementation into reception to also relieve staffing issues. 4. EYFS to ensure monitoring and assessment and that sessions do fit into EYFS framework. 	£3,000 approx.			
To improve the attendance at holiday clubs .	<ol style="list-style-type: none"> 2. Holiday clubs organised over INSET days to see if attendance improves. 3. Themes such as Halloween introduces to clubs to relieve pressure on staff during term time and encourage attendance. 4. Food parcels provided over winter months alongside holiday clubs. 	All holiday club costs to be taken from INEOS money.	EM / TD		

Leadership and Management 2021 – 2022

£ 3190

LM: To embed and develop the role of middle leaders to improve and maintain academic attainment

Action	Expected Impact	Cost	Leadership	Impact	Date
Include a KS1 TLR to the staffing structure	<ol style="list-style-type: none"> To ensure the KS1 team have a clear focus on how their key stage differs to the others. To have a named person to embed the provision established last year. 	£2,800 TLR cost.	EM / AS		
To work alongside middle leaders to ensure aspects of school are managed at their level e.g. homework, behaviour	<ol style="list-style-type: none"> Homework monitoring to be completed weekly by KS1 / KS2 lead with rewards given and promoted by SLT. EYFS / Library lead to monitor reading books and promote regular reading on a weekly basis. EYFS / KS1 / KS2 lead to support their key stage and be coached by SLT in how to support their key stage team in the implementation of the new curriculum. 	£5 per week homework reward KS1 / KS2 - £390	AS/EM		
To work alongside middle leaders to embed positive behaviour strategies within school.	<ol style="list-style-type: none"> Behaviour policy to be refreshed with staff particularly the importance of positive praise and support for SEN children. Middle leaders to develop their role to support and prevent children being sent to SLT. Use research from LeMov teach like a champion and Paul Dix to embed good behaviour techniques within teaching. 	None	EM / AS / TD		

Early Years 2022 – 2023

£ 1,000

EY: To embed the changes to the long term planning and provision in line with the whole school foundation changes.

Action	Expected Impact	Cost	Leadership	Impact	Date
Create a long-term EYFS overview that shows links to the KS1 curriculum	<ol style="list-style-type: none"> EYFS staff and curriculum leaders will give a clear understanding of when subject threads are taught. The transition into year 1 will be smooth with the children being able to build upon taught knowledge. Subject leaders will be able to start their monitoring in reception. 	N/A	AS / CN		
Add EYFS links to the KS1 long term plans for history / geography and DT	<ol style="list-style-type: none"> EYFS staff and curriculum leaders will give a clear understanding of when subject threads are taught. The transition into year 1 will be smooth with the children being able to build upon taught knowledge. Subject leaders will be able to start their monitoring in reception. 	N/A	AS / CN		
Ensure the long-term continuous provision plan is in place and transition between reception and year 1 is correct.	<ol style="list-style-type: none"> Provision in place from rainbow room to year 2 will follow the long-term plan and show progression. Floor book monitoring will show the impact of provision and extension in learning. 	£500 for provision replacements	AS / CN		
Improve the use of texts especially within provision to further pupils' knowledge and vocabulary.	<ol style="list-style-type: none"> Monitoring will show regular reading taking place in EYFS with high quality texts alongside phonics going home. Provision will show a plethora of texts for the children to refer to. Children will know a variety of texts by heart and will refer to them in their play. 	£500 for texts	AS / CN		

Ensure construction is in place allowing models that feed into the KS1 DT curriculum/	<ol style="list-style-type: none">1. Staff to have an awareness of the models that can be made using the construction and how they can fit into KS1 DT2. Mobilo challenge cards used and changed over the year for extension purposes.	N/A	AS / CN		
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Medium and Long Term School Improvement Plan

Priorities 2022– 2024

- the quality of education at the school
- the behaviour and attitudes at the school
- the personal development of everyone at the school
- the quality of leadership and management of the school
- early years (if applicable)

SIP Priorities 2022 – 2024

Key Outcomes (based on the post Ofsted targets for improvement)

Quality of Education (QE)

To embed systematic teaching systems within the foundation subjects alongside meaningful assessment.

Behaviour and Attitudes (BA)

To improve attendance through a long-term strategy linked to the government white paper.

Personal Development (PD)

To improve the school grounds to support better play and wider opportunities– including the accessibility plan path.

Leadership and Management (LM)

To create long -term plans for workforce planning and talent management within staff to encourage stability.

Early Years (EY)

To improve the EYFS grounds so the children have access to improved outdoor areas.

Quality of Education 2022 – 2024

£ 3,400

QE: To embed systematic teaching systems within the foundation subjects alongside meaningful assessment.

Action	Expected Impact	Cost	Leadership	Impact	Date
Introduce systematic approaches to teaching in these subjects to allow consistency in approach between year groups.	<ol style="list-style-type: none"> Regular lesson support and coaching provided to ensure consistency Good practice of recall methods shared and embedded. Specific strategies such as spacing and interleaving embedded and understood by staff to ensure long-term recall 	Release time £2000 contingency for staff CPD etc.	EM / AS		
Embed changes to the art and science curriculum using Chris Quigley essentials curriculum as a basis.	<ol style="list-style-type: none"> Research into Chris Quigley or alternative schemes to deliver art and science. Create medium term plans for the delivery of these sessions. Sessions to be in place by July 2024 following the same delivery system as history / geography and DT. 	£350 per scheme	EM / AS / COG		
Review the curriculum for computing and PE to decide whether the current scheme is fit for purpose.	<ol style="list-style-type: none"> Research into Chris Quigley or alternative schemes to deliver computing and PE. Create medium term plans for the delivery of these sessions. Sessions to be in place by July 2024 following the same delivery system as history / geography and DT. 	£350 per scheme	EM / AS / SB / TD		
Introduce an assessment for foundation subjects which reduces workload yet has impact.	<ol style="list-style-type: none"> Review of the current systems for core subjects including Anthony Conlin data so all stakeholders know and understand data. Research into foundation assessment using a tracker style approach and consult with staff over workload. Establish a new system across all foundation subjects form Y1 – Y6. 	N/A	EM / AS		

Behaviour and Attitudes 2022 – 2024

£ Cost (excluding PP and SF)

BE: To improve attendance through a long-term strategy linked to the government white paper.

Action	Expected Impact	Cost	Leadership	Impact	Date
To create a clear attendance policy that rewards good attendance following guidance from the DfE	<ol style="list-style-type: none"> Through the attendance policy clear systems are in place such as weekly attendance assemblies, reporting of attendance in newsletters, perfect attendance class awards, raffle tickets for getting to school on time and termly rewards for 96% attendance. 	£300 prizes £100 per 'party' - 3 in total	EM / TD/ JT	1 2 3	
To monitor attendance to promote children getting to school on time	<ol style="list-style-type: none"> Attendance and lateness reported to parents termly. Late door in place to ensure children arriving late but before registers close are monitored. Late book and attendance book in place and monitored by office staff. 	N/A	EM / TD/ JT		
To reduce persistent absence to below 10%	<ol style="list-style-type: none"> Attendance and lateness reported to parents termly. Absence book kept by office staff and parents rang on every day of absence to ensure minimal time off school. Improved liaison with EWO to ensure referrals are made quicker. 	N/A	EM / TD/ JT		
Increase attendance of all pupil groups	<ol style="list-style-type: none"> See attendance promotion above. Anthony Conlin attendance monitoring completed weekly to ensure issues are dealt with promptly. 	See above	EM / TD/ JT		

Personal Development 2022 – 2024

£ 10,375

PD: To improve the school grounds to support better play and wider opportunities– including the accessibility plan path.

Action	Expected Impact	Cost	Leadership	Impact	Date
To develop the outdoor areas with the support of the children and make them more active as play leaders	<ol style="list-style-type: none"> 1. Playleaders 'employed' by the chatty council to help develop outdoor areas. 2. Fencing changed to allow safe outdoor spaces to play 3. Sheds established to encourage the provision of equipment on the yard and imaginative play. 4. Garden area removed to allow a tyre tyre/digging area to be created. 	<p>£1875 for fencing to be changed around the school grounds.</p> <p>£3500 for two sheds, one for storage and another to encourage role play.</p> <p>£1,000 for generic playtimes resources.</p>	EM/ TD/CS		
To ensure safe access for all with a path to link all areas of the school grounds.	<ol style="list-style-type: none"> 1. Disabled children can access all areas of the school yard. 2. Evacuation of KS2 children will be safer in terms of fire. 3. Yard, particularly back of school will be accessible for parents. 	£4,000 for pathway to be taken from capital funding.	EM		
To continue to use INEOS money to support the whole community through cooking with parents, EYFS stay and play sessions	<ol style="list-style-type: none"> 1. The back grounds of the school will be developed to try and support the wider community. 2. Parent and child sessions introduced. 	All to be taken from INEOS money.	EM/ TD		

Leadership and Management 2022 – 2024

£ Cost (excluding PP and SF)

LM: To create long term plans for workforce planning and talent management within staff to encourage stability.

Action	Expected Impact	Cost	Leadership	Impact	Date
To provide middle leaders with the opportunity for further CPD in order to continue their role more effectively	<ol style="list-style-type: none"> Coaching and mentoring set up for all middle leaders to help them be successful in their role. NPQSL and aspiring leaders CPD to be offered to all middle leaders and aspiring middle leaders. 	£5,000 release time for CPD and coaching.	EM / AS		
To use horizon scanning alongside governors to help predict gaps in the workforce to fill e.g. admin and nursery nurses	<ol style="list-style-type: none"> Governor meeting time set up to analyse the school development plan alongside long-term analysis and prediction. Long term financial and improvement plans for SLT and governors. New format SIP to ensure targets can be longer-term. 	N/A	EM		

Early Years 2022 – 2024

£ 4500

EY: To improve the EYFS grounds so the children have access to improved outdoor areas.

Action	Expected Impact	Cost	Leadership	Impact	Date
To provide outdoor areas so they have high-quality areas for literacy.	<ol style="list-style-type: none"> 1. Reading and writing areas are established outdoors. 2. Outdoor seating area established with appropriate tables (without gaps) to write on. 3. Tables within the area that encourage writing whilst standing. 	£1500	AS / CN		
To create a purposeful areas to ensure gross motor skills are developed and play is purposeful.	<ol style="list-style-type: none"> 1. Creation of a formal 'track' for children to navigate their bikes and scoots and can be used by R and N. 2. To develop the 'hill' to encourage climbing and gross motor skills. 	£2000	AS / CN		
To ensure there is progression across the outdoor environment(s).	<ol style="list-style-type: none"> 1. Provision within the two-year-old area has been planned for their needs with appropriate resources. 2. EYFS lead can clearly discuss provision and challenge within fixed resources in outdoor area and support with KS1 development. 	£1000	CN / AS / SB		