



School Improvement Plan

2023 – 2025

Be more...

*Knowledgeable
Mathematical
Literate
Kind*

*Healthy
Pro-Active
Resilient*

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

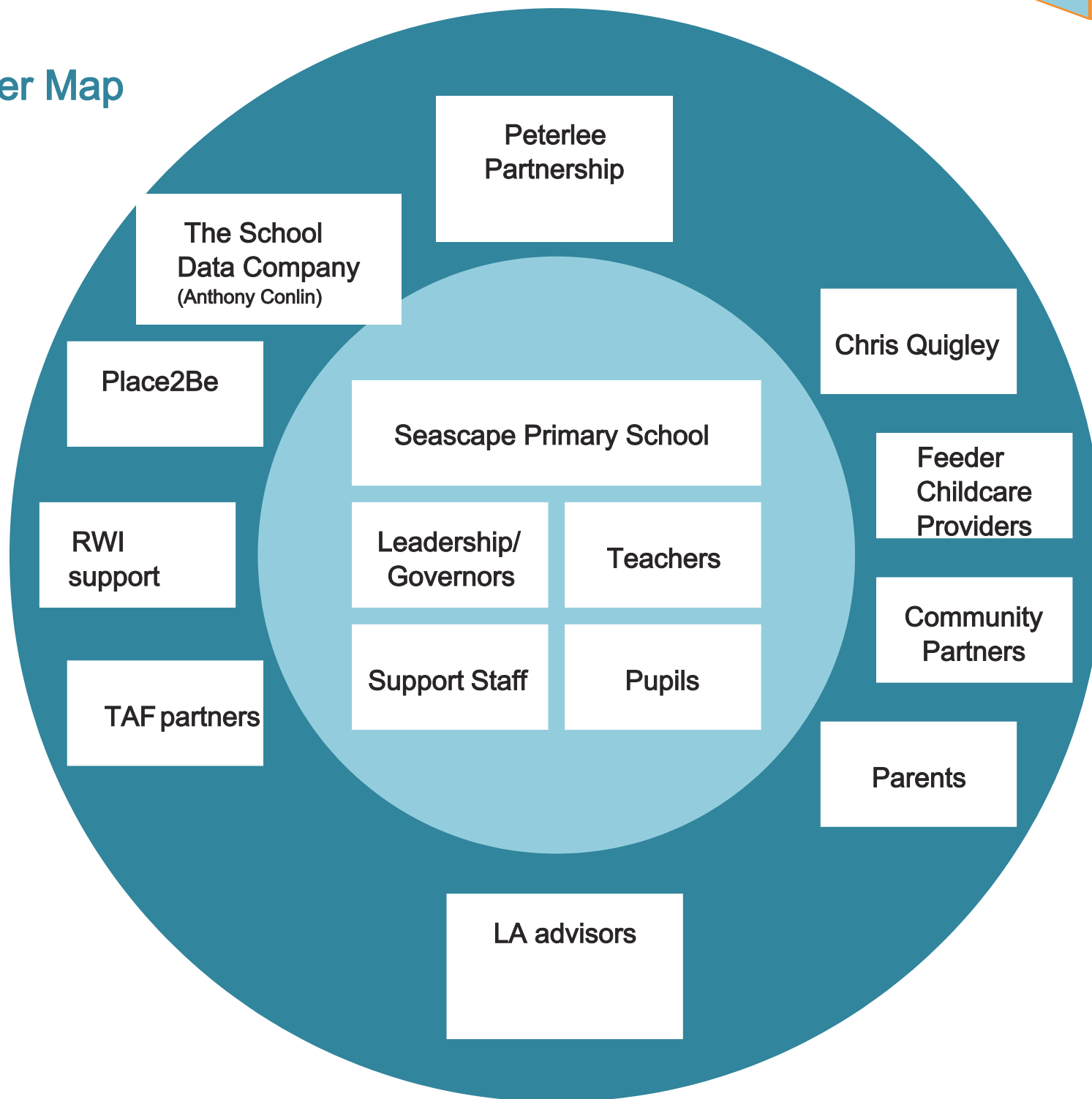
First and foremost we want to instil in our children a love of learning and an understanding that the learning is part of a journey they are on. We want them to feel safe, to express and celebrate their learning achievements and recognise their own personal and academic growth. We see this impact in:

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

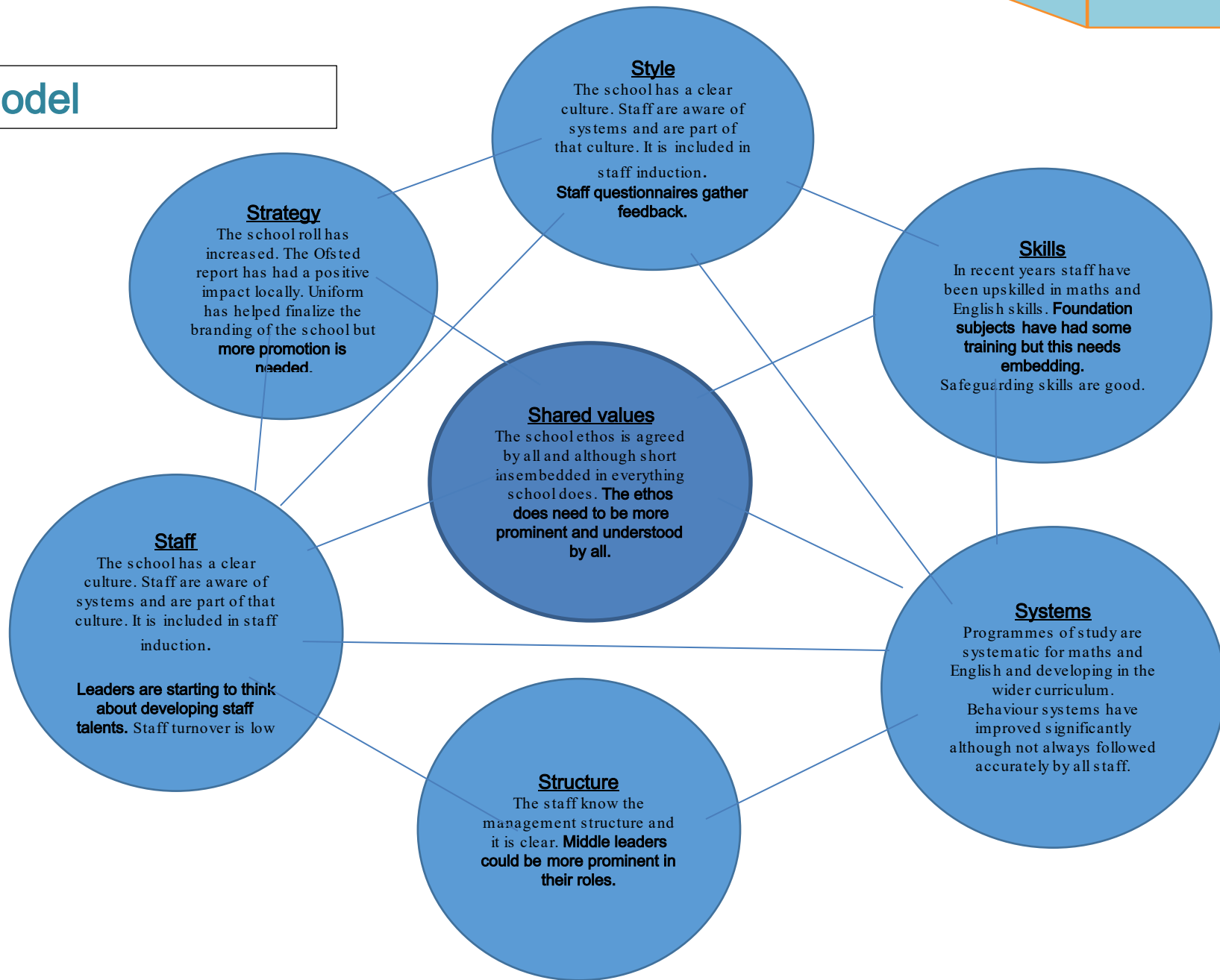
- The engagement of pupils in lessons
- The profile of all subjects being raised in school
- Increased knowledge and skills of children year on year
- Broader experience
- An increased participation in lessons and activities

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 2023 – 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

SIP Priorities 2023 – 2024

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

Quality of Education (QE)

- To improve reasoning ability in maths across all key stages
- To provide a structured scheme of support for transition from Read, Write Inc. into English that better supports the skills of reading .

Behaviour and Attitudes (BA)

- To improve behaviour in and around school through a systematic behaviour policy and clear expectations consistently applied.

Personal Development (PD)

- To re-embed OPAL to support better play and wider opportunities

Leadership and Management (LM)

- For leaders to ensure the leadership of behaviour is managed across the school day.

Early Years(EY)

- To improve the proportion of children achieving GLD in writing by the end of reception.

Quality of Education 2022 – 2023

£1,500

QE: To improve reasoning ability in maths across all key stages

| Action | Expected Impact | Cost | Leadership | Impact | Date |
|---|---|---|--------------|--------|------|
| To ensure time within mathematics lessons are prioritised and timetabled for reasoning. | <ol style="list-style-type: none"> Reasoning support and INSET delivered to ensure staff understanding Reasoning embedded into lessons as well as being specifically taught Systematic teaching approaches improve consistency across year groups. | n/a | EM / CS / AS | | |
| To change the timetabling of lessons to allow continuous SAFE sessions. | <ol style="list-style-type: none"> SAFE to be delivered on a regular basis SAFE coaching sessions Timetabling shows reasoning and SAFE sessions embedded into KS1 and KS2 timetables. | Time out for SLT / middle leaders to monitor and coach. | CS/ CN/SB/SB | | |
| To provide CPD to staff to develop and improve their reasoning | <ol style="list-style-type: none"> INSET session planned 26/10 | £500 INSET cost | EM | | |
| To focus upon the reasoning within EYFS / KS1 through the use of provision | <ol style="list-style-type: none"> A culture of provision for the younger pupils continues to be promoted with a greater focus on maths Class 5 provision established specific to SAFE 1-4 to aid reception / KS1 transition. | Maths focussed provision resources £1,000 | EM / CN / AS | | |

Quality of Education 2023 – 2024

£3,900

- **QE:** To provide a structured scheme of support for transition from Read, Write Inc. into English that better supports the skills of reading .

| Action | Expected Impact | Cost | Leadership | Impact | Date |
|---|---|--|--------------|--------|------|
| To change the allocation of staff to ensure all children in RWI in KS2 access | <ol style="list-style-type: none"> 1. The majority of children are removed from the main programme by the end of year 2. 2. A LKS2 teacher is allocated to use the RWI catch up programme alongside English 3. Children still completing RWI in LKS2 have their independent writing marked by their class teacher. 4. All KS2 staff receive RWI training to ensure lessons can continue into KS2 if needed. | £1,300 – one development day dedicated to CPD | AS / CN | | |
| To provide an extended English plan for children in year 2 so more children can transfer off the RWI programme earlier. | <ol style="list-style-type: none"> 1. English reading system is refined so there is a clear reading book programme for the whole of year 2. 2. Children to receive booster support at the end of year 1 so they can complete the programme prior to year 2. | N/A | AS/ CN | | |
| To ensure all children receive English support from a teacher either in RWI or independent writing. | <ol style="list-style-type: none"> 1. Children in KS1 independent writing to all return to their class teacher following their RWI session. 2. If children do need TA delivery of independent writing this is assessed weekly by the class teacher. | N/A | EM / SW / AS | | |
| To ensure the teaching of reading in KS1 is more than following the RWI scheme | <ol style="list-style-type: none"> 3. Review the reading curriculum for all in line with new Dfe guidance and implement changes where needed | £200 per term Seven Stories books £1000 reading books if needed | EM / CN/ AS | | |

| | | | | | |
|--|--|-------------------------------|------------------------|--|--|
| | <ol style="list-style-type: none"> 4. Ensure children are having a wide range of access to books including poetry and rhymes | | | | |
| <p>To improve the teaching of reading in KS2 so guided reading encourages discussion around a wider range of texts</p> | <ol style="list-style-type: none"> 5. Attend LA training on the reading framework 6. Clarify the text based English lessons including the structured English lesson by providing examples of excellence 7. Widen the reading spine to include a wider range of contexts of books, poetry and relevant non-fiction for each year group. 8. Ensure guided reading lessons focus on the skills of reading, speaking and listening with a clearer structure that allows collaboration. | <p>£1000 to improve texts</p> | <p>EM / CN/AS / CS</p> | | |

Behaviour and Attitudes 2023 – 2024

£2,000

BA: To improve behaviour in and around school through a systematic behaviour policy and clear expectations consistently applied.

| Action | Expected Impact | Cost | Leadership | Impact | Date |
|---|---|---|--------------|--------|------|
| To provide a clear front-loaded expectation system for staff regarding behaviour. | <ol style="list-style-type: none"> Behaviour policy changed Staff CPD provided to introduce changes and expectation. Further monitoring and coaching then as required. Monitoring shows improvement around behaviour in school reading transition periods. | Release time for SLT coaching £1,000 INSET | EM / CS | | |
| To remove the reliance upon extrinsic rewards and embed intrinsic reward into school procedure. | <ol style="list-style-type: none"> All rewards removed from across school. Reward cabinet established and opened only on a Friday. Promotion of use of dojo points and class leaders for intrinsic rewards. | £1,000 rewards of the course of the year | EM / TD | | |
| To create nurture – style support for children with SEMH difficulties | <ol style="list-style-type: none"> Nurture group support created for a Friday afternoon. Leadership objectives to establish therapeutic support. | N/A | EM / TD / CS | | |

Personal Development 2023 – 2024

£ 6,500

PD: To re-embed OPAL to support better play and wider opportunities

| Action | Expected Impact | Cost | Leadership | Impact | Date |
|--|--|-------------------------------|-------------|--------|------|
| To re-introduce the OPAL ethos to school playtimes | <ol style="list-style-type: none"> OPAL guidance sessions introduced to KS2 12.00-12.15 TAs given release time to reflect and specialise in specific OPAL areas and focus on play. New OPAL equipment / areas established following OPAL action plan. | £3,500 | EM / SB/ TD | | |
| To establish an OPAL working party that meets half termly | <ol style="list-style-type: none"> Directed time changed to allow small working parties 8.00-8.30 half termly. Support from OPAL lead sought and established to ensure action plan is in place. | £3,000 for OPAL accreditation | EM/ SB | | |
| To directly teach OPAL principles through lesson RSHE time | <ol style="list-style-type: none"> OPAL and RSHE lead linked together to ensure sessions extend the curriculum. Sessions monitored to ensure OPAL session is increasing PSHCE and/or physical activity. | None | EM/SB / TD | | |

Leadership and Management 2023 – 2024

£ 300

LM: For leaders to ensure the leadership of behaviour is managed across the school day.

| Action | Expected Impact | Cost | Leadership | Impact | Date |
|---|--|---------------------------------|------------|--------|------|
| To ensure a member of SLT is available to support behaviour on an afternoon | <ul style="list-style-type: none"> 1 – Blue clipboard system re-established with clear expectation on when staff should be using. 2 – Behaviour policy gives clear structure for expectation within lessons 3 – Member of SLT on call every afternoon to support staff with behaviour and deliver therapeutic intervention where necessary. | N/A | EM / TD | | |
| To ensure staff are allocated to support lunch and playtime transition in a structured manner | <ul style="list-style-type: none"> 1 – All children removed from the learning zone at lunchtimes and playtimes 2- Support staff or SLT allocated to therapeutic lunch club with set children and dedicated sessions. | N/A | EM/TD | | |
| To ensure support for SEMH SEN children is tailored specifically to their need and monitored on their support plan. | <ul style="list-style-type: none"> 1. SEN support plans monitored by SENCO 2. All SEMH reward systems monitored by SENCO 3. Sensory boxes and use of sensory equipment monitored and support given where needed. | £300 sensory items and rewards. | LL/CS | | |

Early Years 2023 – 2024

£1,900

EY: To improve the proportion of children achieving GLD in writing by the end of reception.

| Action | Expected Impact | Cost | Leadership | Impact | Date |
|---|--|--------------------------|------------|--------|------|
| Ensure provision is in place and staff trained to encourage writing. | <ol style="list-style-type: none"> Indoor and outdoor provision planned to maximise opportunities to write in reception specifically Staff knowledgeable about how to encourage writing and what is required to achieve GLD and what ARE looks like. English lead producing regular monitoring starting in reception. | £500 provision | AS / CN | | |
| Liaise with RWI to ensure the acquisition of sounds is rapid enough to encourage CVC writing at the earliest opportunity. | <ol style="list-style-type: none"> RWI development day focussing especially on reception to ensure children have the ability to apply their reading knowledge to writing. Sounds introduced earlier where possible. | £1200 specific RWI INSET | AS / CN | | |
| Ensure the transition for RWI between reception and KS1 is fluid. | <ol style="list-style-type: none"> Monitoring of children within reception who have the ability to progress into independent writing in line with their RWI ability. Reception texts adjusted if appropriate to allow further writing enhancements in line with whole school procedure. | £200 for books | AS / CN | | |

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 2023 – 2025

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 resilience of children

Leadership and Management (LM)

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

Early Years (EY)

- To assess and refine the EYFS systems to ensure value for money in terms of staffing and provision.

Quality of Education 2023 – 2025

£ 1,700

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

| Action | Expected Impact | Cost | Leadership | Impact | Date |
|--|--|---|--------------------|--------|------|
| To continue to embed changes made to the history, geography and DT curriculum using Chris Quigley essentials curriculum as a basis. | <ol style="list-style-type: none"> Regular lesson monitoring, support and coaching provided to ensure consistency Good practice of recall methods shared and embedded to ensure long-term knowledge using whole-school procedures CPD provided to ensure staff challenge children within year B of the two-year programme. | £500 contingency for staff CPD £500 resources specific to history, geography, DT | EM / AS / CS/ SB | | |
| Introduce systematic approaches to teaching in science and PE subjects to allow consistency in approach between year groups and subjects | <ol style="list-style-type: none"> Research into Chris Quigley or alternative schemes to deliver science. Adapt medium term plans for the delivery of these sessions if necessary. Sessions to be in place by July 2024 following the same delivery system as history / geography and DT. Provide guidance to staff and support for PE and create a robust medium term plan showing progression of skills. | £350 per scheme | EM / AS / COG / SB | | |
| Embed the 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. Establish a new system across all foundation subjects from Y1 – Y6. Ensure tracking systems are also set up in EYFS to ensure consistency. | N/A | EM / AS | | |

Behaviour and Attitudes 2023 – 2025

£900

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 | 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 | | |
| 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 | | |
| 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 | | |

Personal Development 2023 – 2025

£ 000

PD: To improve the resilience of children

| Action | Expected Impact | Cost | Leadership | Impact | Date |
|---|--|------|------------|--------|------|
| To establish a resilience working party that meets half termly | <ol style="list-style-type: none"> 3. Directed time changed to allow small working parties 8.00-8.30 half termly. 4. Support from Durham resilience team sought and established to ensure action plan is in place. 1. | n/a | EM/ TD/CS | | |
| To ensure RSHE and specifically extra KS2 sessions have a focus on resilience | <ol style="list-style-type: none"> 1. Sessions are monitored and shown to be having an impact. | n/a | CS | | |

Leadership and Management 2023 – 2025

£ 5,000

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 2023 – 2025

£ 2000

EY: To assess and refine the EYFS systems to ensure value for money in terms of staffing and provision

| Action | Expected Impact | Cost | Leadership | Impact | Date |
|--|---|-------|--------------|--------|------|
| To research into provision for two year olds and effective use of ratio | <ol style="list-style-type: none"> 1. Online research completed 2. Visits to partnering nurseries and childcare provisions to compare options 3. Liaison with the local authority for guidance | n/a | AS / CN | | |
| To create a purposeful area between nursery / two year olds and crèche to enhance transition between rooms and free-flow between areas | <ol style="list-style-type: none"> 1. Creation of a sensory space / teaching area in the corridor between nursery and crèche | £2000 | AS / CN | | |
| To ensure there is a clear staffing structure across EYFS that meets the needs of the school as the year progresses. | <ol style="list-style-type: none"> 1. Clear allocation of staff across nursery and two year olds with maximum numbers for each session that can be planned and managed. | n/a | CN / AS / EM | | |
| To improve provision in systems across EYFS by following DFE guidance | <ol style="list-style-type: none"> 2. CPD provided via the two Dfe systems – Early Years Professional Development Programme / Early Years Child Development Training. | n/a | CN | | |