



				<p>Staffing 3 dinner assistants inside and 6 outside.</p> <p>Different creative activities available for all pupils such as:</p> <p><u>Canopy Area</u></p> <ul style="list-style-type: none"> <li>• Kitchen items</li> <li>• Dressing up</li> <li>• Small world</li> <li>• Soft toys</li> <li>• Crafts</li> <li>• Hangout zone</li> <li>• Den building</li> </ul> <p><u>In Playground</u></p> <ul style="list-style-type: none"> <li>• Relax area</li> <li>• Hangout</li> <li>• Ball game zones such as tennis and other games</li> <li>• Table football</li> <li>• Baseball</li> <li>• Hula hoops</li> <li>• Balance beams</li> <li>• Skipping ropes</li> <li>• Scooters</li> <li>• Lego</li> <li>• Toy cars</li> <li>• Chalk area</li> </ul> <p>At the end of the section Music for clearing up. Very effective.</p>
--	--	--	--	--

				Pupils were having fun and being creative with the resources. Year group mixing with other groups. All equipment has been donated.
To continue to develop effective support for staff and pupils' mental health and wellbeing, including offering a range of extra-curricular activities, and raising aspirations for the future. (Key Priority 8 SDP)	Regular updates to Governors - behaviour incidents analysis and pupil perceptions  Updates through Head's report.	Termly	Mental health Governor.  LGB meetings	<p><b>Autumn Term 2022</b> At the LGB Standards meeting in September, the Headteacher presented the SMHL 2 Year Strategic Plan for the school.</p> <p><b>Spring Term 2023</b> Monitoring visit by Wellbeing Governor.</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>Many school actions show an appreciation for current difficulties faced by parents. For example, the book swap for World Book Day, the gift swap for Christmas and the nearly new clothes sale.</li> <li>Staff have an understanding of children's issues and difficulties and try to understand the reasons behind behaviour.</li> <li>Inclusion Award support what is in place for SEND pupils and review provision.</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>The change in curriculum has increased workload but the school is ensuring that support by giving additional planning time and meeting time, and not bringing in anything else new.</li> <li>Google forms are used to gather feedback from staff and identify any general issues or individuals for further support.</li> <li>There are two mental health first aiders who support both pupils and staff. They send out regular advice to staff around key issues such as anxiety and sleep.</li> <li>The change in registration from September 2023 will not cause additional workload as pupils arrive from 8.30 for a soft start.</li> </ul> <p><b>Summer Term 2023</b> Governors observed the pupils enjoying the OPAL lunchtime activities to promote mental health and wellbeing.</p>
To ensure all stakeholders are familiar with the rights respecting curriculum through a range of	Government/Trustee updates from Deputy Head.	Termly	Monitoring Mornings all Governors.	<p><b>Autumn Term 2022</b> <u>During an interview during the Monitoring morning in November with the Social Council they said:</u></p>

activities and use these to support actions and respect for others. (Key Priority 6 SDP)	Updates through Headteacher reports on a termly basis. Progress updates through Chair/Heads meetings Rights Leader presentation to Governors – talk through ongoing changes and activity Key Focus during one of the monitoring mornings - learning walk/staff and pupil perceptions	Termly	LGB meetings	<ul style="list-style-type: none"> <li>They understand that every child has a right. This is visual in all classrooms, Our School Charter (right to: learn, respect, healthy, treated equally, be safe, relax, play and join variety of groups)</li> <li>They have a right to be able to learn.</li> </ul>
<b>Priority 2: Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff</b>				
Objectives	Action	Timelines	Monitoring	Outcomes (Termly Review)
To introduce a range of strategies to develop phonological knowledge, develop comprehension skills and a thirst for reading. (Key Priority 1 SDP)	Updates through Headteacher reports on a termly basis including reading assessment data Progress updates through Chair/Heads meetings Subject Leader meeting – Leaders to talk through ongoing changes and activity Key Focus during one of the monitoring mornings - observation of sessions/staff and pupil perceptions	Termly  Monthly  Monthly  Termly	Monitoring Mornings all Governors.  HT/Chairs meetings  Governors to read meeting notes on Governor Hub  LGB Standards Governors	<u>Autumn Term 2022</u> <u>During the Monitoring morning in November the Governors had a presentation from the Reading leader.</u> How we promote Reading at Springfield and interventions in place to support pupils. Supporting All Readers: <ul style="list-style-type: none"> <li>There are 2 Literacy leaders, Year 3 and 4, Year 5 and 6.</li> <li>Links with Ipswich School for reading Years 3, 4 and 5.</li> <li>Year 3 go to the Bloomfield Library in the summer term.</li> <li>Pupil Librarians who are trained.</li> <li>Pupils have ownership of the library as they are able to choose books to go into the library from money raised through book fair. This is through a class wish list.</li> <li>Junior Librarian.</li> <li>Book fair for pupils and parents after school.</li> <li>Improving library through quick reads, non-fiction and little people books.</li> <li>Whole class reading. School reading spine (heritage narrative, poetry, emotional, literal, diversity, rights) linked back to prior learning.</li> <li>Teachers have ownership of the whole class reading books by picking from broader reference from literacy leader. In line with school reading spine.</li> </ul>

				<p>Struggling readers:</p> <ul style="list-style-type: none"> <li>• Pupils who are less than 100 Standard score.</li> <li>• Every child a reader (Pathways)</li> <li>• Little Wandle phonics programme for rapid catch up in groups depending on need. (Year 3/4, Year 3, Year 3/4/5, Year 3/6). Daily groups of up to 6 pupils. Video to show how to deliver for staff. Look for impact after 4-week programme. These groups happen at beginning of school day as well as in school day.</li> </ul> <p><b>Spring Term 2023</b> Monitoring afternoon in March. A group of Year 3 &amp; 4 and Year 5 &amp; 6 presented their reading. <b>What book have you been reading in class this year?</b> Year 3: Operation Gadget and Not afraid of the Dark Year 4: Wind in the Willows and Young Gifted and Black Year 5: The Boy in the Tower and Midsummer Nights' Dream Year 6: Skellig – about family life and Windrush Generation</p> <p><b>What happens in your reading sessions? Can you show us what you have been learning?</b></p> <ul style="list-style-type: none"> <li>• Reading of text</li> <li>• Answering question from the book</li> <li>• Referring to the book</li> <li>• Knowledge notes</li> <li>• Attempt, Apply and Challenge</li> <li>• Books linked to reading</li> <li>• Extracts from the book</li> </ul> <p><b>Strengths</b> Class reading books were linked to curriculum. Pupils able to express their thinking with appropriate use of vocabulary Pupils were very confident in the class and when speaking to Governors</p>
To employ a range of strategies to writing across all year groups and abilities, closing gaps that	Updates through Headteacher reports on a termly basis including writing assessment data	Termly	Monitoring Mornings all Governors.	<p><b>Autumn Term 2022</b> <b>During the Monitoring morning in November the Governors observed:</b></p>

<p>have occurred during Covid absences. (Key Priority 2 SDP)</p>	<p>Progress updates through Chair/Heads meetings Subject Leader meeting – Leaders to talk through ongoing changes and activity Key Focus during one of the monitoring mornings - observation of sessions/staff and pupil perceptions.</p>	<p>Monthly</p> <p>Termly</p>	<p>HT/Chairs meetings</p> <p>LGB meeting. All Governors</p>	<ul style="list-style-type: none"> <li>• Good use of working walls for learning</li> <li>• Pupils were very articulate.</li> <li>• Building of Literacy skills through school so that high standard writing could be achieved.</li> <li>• Skills being embedded through the school.</li> <li>• Teachers using different learning styles to support learning.</li> <li>• High level of work shown in pupil books.</li> <li>• Confidence shown by pupils and teachers.</li> <li>• Building on previous learning.</li> <li>• Timely stops for modelling to move learning on.</li> <li>• Use of TA's to support learning.</li> <li>• Good questioning skills by teacher and TA to extend learning.</li> </ul> <p><b>Spring Term 2023</b></p> <p>Monitoring afternoon in March.</p> <p>A group of Year 3 &amp; 4 and Year 5 &amp; 6 presented their writing.</p> <p><b>What have you been writing about this half term?</b></p> <p>Year 3: Complaint letter (Government to shorten summer holidays), Catch a Mammoth (We did catch it by digging a whole, covering with plastic and leaves, Mammoth fell in the whole, Report (About rocks being different types)</p> <p>Year 4: Minotaur, Digestive System, Lewis Carroll, Online Safety, Different Weather effecting people's life</p> <p>Year 5: synopsis for A Midsummer Night's Dream, Different writing skills to summaries</p> <p>Year 6: Newspaper Report- (National disaster, Volcano, Earthquake, Bush Fire)</p> <p><b>How do you know that your writing is improving?</b></p> <ul style="list-style-type: none"> <li>• Spelling and Handwriting</li> <li>• Handwriting helps me be able to read my work back</li> <li>• How I set my work out</li> <li>• Steps to Success by pupil and teacher (Helping me know what I need to work on)</li> </ul>
--	---	------------------------------	---	--

				<ul style="list-style-type: none"> <li>When the teacher puts in my Steps to Success completed it makes me feel good</li> <li>Working with partner</li> <li>Teacher marking (orange reflect, green good)</li> </ul> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Writing linked to the curriculum.</li> <li>Technical vocabulary in books.</li> <li>Steps to Success in writing is valued by the pupils.</li> </ul> <p>In the books the written work extends to a high standard as the pupils move through the year groups. From Year 3 to Year 6.</p> <p><b>Summer Term 2023</b> Monitoring visit in June 2023 to watch the Puppet Show performance were pupils had written the script.</p>
To develop pupil's knowledge of key number facts, and embed other strategies for ensuring progress in mathematics for all pupils. (Key Priority 3 SDP)	<p>Updates through Headteacher reports on a termly basis including maths assessment data</p> <p>Progress updates through Chair/Heads meetings</p> <p>Subject Leader meeting – Leaders to talk through ongoing changes and activity</p> <p>Key Focus during one of the monitoring mornings - observation of sessions/staff and pupil perceptions</p>	<p>Termly</p> <p>Monthly</p> <p>Termly</p>	<p>LGB Standards meeting All Governors</p> <p>HT/Chairs meetings</p> <p>Monitoring mornings all Governors</p>	<p><b>Autumn Term 2022</b> <b>During the Monitoring morning in November the Governors observed:</b></p> <ul style="list-style-type: none"> <li>Good use of leading walls for maths skills.</li> <li>Modelling by teachers using class white board using number line.</li> <li>Pupils working in partners.</li> <li>Confident answers by pupils.</li> <li>Visited previous learning</li> <li>Talk partners.</li> <li>3, 2, 1 used to stop pupils for extension work modelled by teacher.</li> <li>Confident learners</li> <li>Using Individual White Boards</li> <li>Consistent modelling using class white board.</li> <li>Teacher modelling was good.</li> <li>Interaction by pupils.</li> <li>Good pupil attention.</li> </ul> <p><b>Spring Term 2023</b></p>

				<p>Maths monitoring morning in February</p> <p>As identified during visit:</p> <p>There was clear consistency of approach to Maths teaching using White Rose and 5 steps structure. Also adapting tasks using kinaesthetic resources.</p> <p>Resources were prepared by the Year groups which was a strength, for the needs of the pupils.</p> <p>The challenges extended learning.</p> <p>High quality of teaching shown in year 3 and 4. All other classes were consistently good and teachers were proactive in extending learning.</p>
<p>To provide breadth within the curriculum and use Arts and Culture as a vehicle for learning. (Key Priority 4 SDP)</p>	<p>Updates through Headteacher reports on a termly basis.</p> <p>Progress updates through Chair/Heads meetings</p> <p>Subject Leader meeting – Leaders to talk through ongoing changes and activity</p> <p>Key Focus during one of the monitoring mornings - learning walk/staff and pupil perceptions</p> <p>Attendance at any performances</p>	<p>Termly</p> <p>Monthly</p> <p>Termly</p>	<p>LGB Standards meeting All Governors</p> <p>HT/Chairs meetings</p> <p>Monitoring mornings all Governors</p>	<p><b>Autumn Term 2022</b></p> <p><b>During an interview during the Monitoring morning in November with the Social Council they said:</b></p> <ul style="list-style-type: none"> <li>After school clubs and lunchtime activities the pupils enjoy: dance, theatre, dance, song and street dance.</li> <li>Pupils enjoyed activities such as: drumming, Colchester Castle, cardboard artist, puppets, Wolsey Theatre. These cover some Cultural Capital activities for the pupils.</li> </ul> <p><b>Spring Term 2023</b></p> <p>Monitoring afternoon in March.</p> <p>In the Hall – Performing to school before concert at Snape_Maltings:</p> <ul style="list-style-type: none"> <li>Hawaiian theme</li> <li>Singing as a group and some group solos</li> <li>Rap by solos</li> <li>Dancing in routine</li> <li>Band – drums, guitar, shakers, piano</li> <li>Dressing up in costumes</li> </ul> <p><b>Summer Term 2023</b></p> <p><b>Strength</b></p>

				<p>Year 6 had been working on their Puppet project throughout the year making the puppets and writing the script which was linked to conservation of the Oceans.</p> <p>The performance:</p> <ul style="list-style-type: none"> <li>• Good turnout by Parents</li> <li>• Staging was set up to support show.</li> <li>• Script written by pupils</li> <li>• Hard hitting message to stop polluting our Oceans with plastics and rubbish</li> <li>• What this pollution was doing to the health of Ocean creatures</li> <li>• Pupils spoke clear and with confidence</li> <li>• Puppet shows was excellent</li> <li>• Pupils well organised and new what they were doing</li> <li>• Different painted scenes with narrators between acts</li> <li>• Excellent team work by pupils</li> <li>• Sound effects for different scenes</li> <li>• Film to go onto YouTube by the Puppet Theatre Group</li> <li>• Message - You have the power to change what is happening to the Oceans</li> </ul>
To continue to refine the curriculum, planning, teaching methods and assessments so that it incorporates the science of learning (Key Priority 5 SDP)	<p>Updates through Headteacher reports.</p> <p>Progress updates through Chair/Heads meetings</p> <p>Subject Leader meetings – Leaders to talk through ongoing changes and activity</p>	<p>Termly</p> <p>Monthly</p>	<p>LGB meeting</p> <p>All Governors</p> <p>HT/Chairs meetings</p>	<p><u>Autumn Term 2022</u></p> <p>During the Monitoring morning in November the Governors had a presentation from the Curriculum leader.</p> <p>Our Curriculum design and documents in place for every subject:</p> <ul style="list-style-type: none"> <li>• Cusp programme being set up to start in January 2023.</li> <li>• Aim is for pupils to learn more and remember more.</li> <li>• Building on previous study and vocabulary.</li> <li>• Science of Learning.</li> <li>• Training for staff in Autumn Term 2022.</li> </ul>

			<p>Monitoring mornings all Governors</p>	<ul style="list-style-type: none"> <li>Subjects are studied in 2- or 3-week programme often with a 3-week gap before final week. This is to see how much the pupils remember previous learning.</li> <li>Knowledge notes for pupils.</li> </ul> <p><b>Spring Term 2023</b> Monitoring afternoon in March looked at the Curriculum design and documents for CUSP subjects including changes to Reading and Writing. Governors visited each year group in class.</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>HLTA and Instructor delivering quality lesson, same as teachers</li> <li>Teaching monitoring, questioning, challenges and pointers from teacher to move learning on</li> <li>Structure of lesson used is consistent across the school</li> <li>Resources and information sheets</li> <li>Technical vocabulary in book and displayed with meaning</li> <li>Learning behaviour excellent</li> <li>Partner work</li> <li>Slides prepared by teachers</li> <li>Deep thinking by pupils due to questioning and extending by teacher</li> <li>Steps to Success in writing is valued by the pupils</li> <li>In the books the written work extends to a high standard as the pupils move through the year groups. From Year 3 to Year 6.</li> <li>Class reading books linked to curriculum</li> <li>Pupils able to express their thinking with appropriate use of vocabulary</li> <li>Pupils were very confident in the class and when speaking to Governors</li> </ul> <p><b>Students Work Books</b> Monitoring Visit by Curriculum Governor in January.</p>
--	--	--	--	---

				<p>Time was taken to look at some of the student's workbooks and see how the new curriculum is being implemented in practice. The quality of the work presented was good with a broad spectrum of techniques used and requirement to undertake the topics covered.</p> <p><b>Observation</b></p> <p>The amount of work and commitment, from the teachers and the management team, to make the change to the curriculum a success was evident and the benefits to the students could already be seen.</p>
To support staff that are new to teaching or new to the role to ensure they are supported and develop in expertise and confidence. (Key Priority 9 SDP)	headteacher termly report analysis of staff questionnaires presentation of outreach work/progress towards training/role responsibilities. governor involvement in Trust activity and working parties	Termly	<p>LGB Standards meeting All Governors</p> <p>Chair of Governors</p>	<p><b>Spring Term 2023</b></p> <p>2 of the 3 ECTs were students with the school under the SCITT programme. This term, Ofsted visited to talk to the SCITT students and also the 3 ECT's about their training with East SCITT. The ECTs are all doing well with positive observations linked to the ECT development programme. All 3 ECTs have been offered permanent positions for September and are really pleased to continue to work at Springfield.</p>
Generic Performance Management targets for staff to be resented to Governors linked to School Improvement Plan	<p>Performance Management generic targets to be presented by Headteacher.</p> <p>Anonymous Performance Management outcomes for all teaching staff.</p>	<p>Autumn Term</p> <p>Termly</p>	<p>LGB meeting</p> <p>LGB meeting</p>	<p><b>Autumn Term</b></p> <p>All Performance management targets have been set for staff, with at least one target linked to the SDP. The generic targets were presented to the Governors at the LGB meeting.</p>
<b>Priority 3: Overseeing the financial performance of the organisation and making sure its money is well spent.</b>				
<b>Objectives</b>	<b>Action</b>	<b>Timelines</b>	<b>Monitoring</b>	<b>Outcomes (Termly Review)</b>

Financial Budgeting. To ensure that school's financial performance does support the School Development Plan.	Effective budgeting of staffing Commitment of funding Accurate budgeting predictions Targets and key improvement strategies delivered. Educational outcomes met.	Termly	Finance Governor  Business Manager Governor	<p><b>Autumn Term</b> The school budget was presented at the LGB Finance meeting in November 2023 by the Trust CFO. The Headteacher and Governors work closely with the CFO to ensure all new staff appointment are agreed with the CFO regarding Finance.</p> <p><b>Spring Term 2023</b> The school budget was presented at the LGB Finance meeting in March by the Trust CFO. The budget going forward is dependent on pay awards for staff.</p> <p><b>Summer Term 2023</b> The school budget was presented at the LGB Finance meeting in June by the Trust CFO. The budget going forward is dependent on pay awards for staff. The PAN for year 3 pupils in September is full. The finances are looking healthy going forward.</p>
--	--	--------	--	---

Updated July 2023