

School Improvement Plan 2020/2021

Reviewed Summer 2021



School Improvement Plan

1) To further develop teaching pedagogy and subject knowledge to ensure that progress can be maximised for all groups of pupils.

| Objective (Overseen by BT) | Action | Success Criteria |
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| Increase staff knowledge of previous year curriculums in order to plan to fill learning gaps and ensure solid foundations for new learning. | <ul style="list-style-type: none"> - Each year group to produce a document of missed topics/content for the next group in September. (Year leads) - Increased information from Yr 2 staff to inform planning. (PW) - PD day time to look at the progression grids for previous year group; planning adapted to build in closing gaps required for next learning steps. (Year leads) - Regular opportunities to revisit these grids and discuss – frequent annotating in PPA/planning meetings. (BT) | <p>Staff can talk confidently about the curriculum from the previous year</p> <p>Planning for all years is adapted so that learning gaps are closed before new learning is introduced.</p> <p>Pupils are challenged effectively and progress securely as a result.</p> |
| To develop the range of activities used for AFL ad assessment, and analyse carefully so that work can be specifically tailored to the needs of different pupils | <ul style="list-style-type: none"> - Develop consistency in approach to all assessment in Autumn 1st. (LE) - Staff meeting to share AFL activities used and trial a range within lessons – revisit and develop. Key research used to develop further. (BT) - Increased pupil progress meetings during Autumn/Spring term to review planning and activities linked to regular AFL. (SLT + Year leads) - Introduce new tracking system which gives better information regarding objectives met and learning gaps. (LE) - Introduce and review regularly interventions for those who need it – in Reading, Writing and Maths (LE/IRL/Year Leads) - Review and develop activities designed to stretch higher attainers in core subjects initially (particularly Reading) and then all curriculum areas. | <p>Increased range of AFL activities to effectively identify next learning steps.</p> <p>Consistent assessment system records pupil progress clearly.</p> <p>Pupils access all learning through differentiated activities.</p> |
| To sequence, design and structure sessions that support pupils to retain knowledge and develop effective schemas. | <ul style="list-style-type: none"> - BT to review research and create crib sheets for staff CPD - Monthly staff meetings to explore research around retention of knowledge and building explicit links. Followed up with classroom trials and feedback. - Cross year group working group to review lesson design and sequencing. - PPA sessions for feeding back and review. | <p>Staff can explain ways that pupils learn best and how planning has been adapted as a result.</p> <p>Pupils demonstrate retention of knowledge in all subject areas.</p> |

Review: Progression documents in place supported identification of gaps and informed planning. Tracking system has been well received by staff and is in place for most subjects. Observations and book looks show that class activities are differentiated and higher attainers are considered. Classroom action research was planned across year groups and limited due to Covid.

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Next steps: Review AFL strategies and feedback policy, develop access to and use of research materials to explore strategies for retention of knowledge and lesson design.

2] To develop an interim curriculum to aid pupil's return to school following a prolonged period of absence.

| Objective (Overseen by LE) | Action | Success Criteria |
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| To design, plan and implement an altered curriculum with the aim of best support pupils to re-integrate into the classroom. | <ul style="list-style-type: none"> - Interim curriculum document created in conjunction with subject leaders and government guideline/additional useful docs. (LE) - Curriculum reviewed regularly during Autumn term and adjust as necessary. (Year Leads) - Reading practices are developed quickly and activity from last - Staff are supported to pitch planning appropriately and differentiate. | Learning routines are securely established. Curriculum organization reflects the needs of different groups of pupils. |
| To offer increased transition and support reluctant attenders to ensure that all pupils return to the classroom where possible. | <ul style="list-style-type: none"> - Videos to aid all transitions are created and available on the website. - All pupils that would like to opportunity to return for 2 days are able to do so. (LE/ All staff) - Health and safety plans are shared with all stakeholders to relay anxieties. (LE) - Meetings with parents/pupils with anxieties are undertaken; plans in place where necessary to aid return (LE/DR) - Yr 3 staff to visit Yr 2 pupils at the infant school/ increased contact with Yr 2 staff. (Yr 3 Team) - Transition afternoon on 2nd Sept for new Year 3 pupils only (Yr 3 team) - Fortnightly review of attendance data to identify families for early intervention (LE/DR) | <p>The majority of pupils return successfully to school in September.</p> <p>Reluctant returners are supported to increase attendance throughout the Autumn term through targeted action to ease anxiety.</p> <p>Attendance figures are carefully analysed and families supported as a result – reduction of persistent absentees through the year.</p> |
| To develop a blended remote learning offer that can be quickly adopted if necessary, to minimize impact of future school closures. | <ul style="list-style-type: none"> - Google Classroom set up for all pupils and staff. (LE) - Taskforce established to develop approach to be shared with pupils, parents and staff to meet and review regularly. (SR) - Staff training on creating webinars – filming teaching explanations. - Update website to house home learning resources (SR) | <p>Pupils, parents and staff understand the blended learning programme available.</p> <p>Pupils engage in blended learning activities.</p> <p>Staff report a manageable workload during school closures.</p> |

Review: Interim curriculum document used across the school upon return and reviewed regularly. Transition videos viewed by families and the school procedures shared with all stakeholders and opportunities given to feed back. Part time timetables used in the short term to support reluctant families, as well as other strategies such as alternative timings/less crowded pick up. Data shows good engagement with Google classrooms and record kept of communications with families. Staff and parent feedback indicated a high level of satisfaction with the school's approach.

Next steps: Attendance data to be reviewed carefully in light of the changing picture of Covid disruption. Schools approach to remote learning to remain in place and adapted as required in response to any outbreak/future need.

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3) To continue to develop the Springfield curriculum focusing upon equipping pupils with increased ICT skills and knowledge.

| Objective (Overseen by SR) | Action | Success Criteria |
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| To invest in new hardware and software to increase pupil access to computing sessions and resources. | <ul style="list-style-type: none"> - 15 new laptops sourced and ordered (Ross) Prepared for school use - Current hardware reviewed and catalogued (LH) - Lynx software added to staff laptops (Ross) Initial training and follow up sessions to develop staff confidence. - Identification of new wave of investment (SR) - New hardware ordered as funding allows. | Staff report increased use of laptops throughout the year as a result of additional availability. Pupils develop computing skills further through additional opportunities to use. |
| To increase the range of skills that pupils are able to develop in computing. | <ul style="list-style-type: none"> - Teacher questionnaire to establish training needs – Teachers and TAs (SR) - Training sessions planned and delivered with follow up sessions planned to team teach in the classroom with pupils (SR) - Review ICT progression document | Pupils' skills and knowledge within computing is greater than in previous years. |
| To review the curriculum to identify opportunities for computing to enhance the learning in other subjects for all pupils. | <ul style="list-style-type: none"> - Year groups supported to identify ICT links to enhance learning.(SR/LH) - Plan adapted to include ICT activities, trialed and reviewed altogether. (All staff) - Clicker training and review of other ICT resources to support SEND to access the full curriculum. | Staff report increased use of ICT to enhance other subject areas. Pupils develop computing skills further through additional opportunities to use. |
| <p>Review: Review of IT systems has meant that money has been redirected for underpinning structures – wifi, server and staff laptops. DFE laptops were set up for pupils for home learning and the use of these was supported by the Deputy Head.</p> <p>Next steps: Continue to invest in hardware to improve pupil's access to technology in school. Review the school's progression grid and work with staff to identify computing links to enhance learning.</p> | | |

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4) To provide consistent and high quality visual and performing arts lessons in all year groups and use Arts and Culture as a vehicle for learning across the curriculum.

| Objective (Overseen by BT) | Action | Success Criteria |
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| To provide consistent and high quality visual and performing arts lessons in all years | <ul style="list-style-type: none"> - Subject leads to review long term plan/objectives/trips programme for whole school to map progression and fair access. (BT/PW/KM/JH) - Resources/information is available via a central hub for Creative Arts. (BT) - Plans are developed in regular Arts planning sessions with members from each year team. (BT and year rep) - Opportunities to further enhance the Arts Curriculum created through links to the Festival Bridge and an arts network of teachers from local schools. An audit of parental arts skills will support the encouragement of volunteers into school to work with groups as appropriate. (BT) - Increase opportunities for pupils to perform termly through Performance Arts PPA sessions and as result, practise being a respectful audience – through filming initially (All staff) - Review and develop the range of Arts clubs available and target vulnerable pupils to attend to increase self-esteem and confidence. (BT) - CALSA Training for subject leads (BT) | <p>Pupils have consistently high quality visual and performing arts lessons.</p> <p>Pupils develop the confidence and ability to share their Arts learning with a range of audiences.</p> <p>A long term plan and clear objectives show progression in skills and consistency across year groups.</p> |
| To use Arts and Culture as a vehicle for learning across the curriculum. | <ul style="list-style-type: none"> - Teachers to plan creative skills into CC/English lessons where possible, including the use of purposeful trips. These are developed in regular Arts planning sessions with members from each year team. (BT and year rep) - Teacher training needs are identified and sessions delivered with follow up support as required. (BT) - Each teacher will create a 'Creative Arts' display where these activities are celebrated and visible to a range of stakeholders. A whole school display will follow. (All staff) - Provide a half termly Arts and Culture Clinic for class teachers to access support for embedding the Arts across the curriculum. (BT) - CA Lead to work in partner with CC lead to ensure continuity of vision/direction of curriculum. (BT) | <p>Pupils experience arts activities as a way of learning in a range of different subject areas.</p> <p>Teachers show increased confidence in embedding arts activities into different subject underpinned by clear understanding of progress and expectations.</p> <p>The Arts Curriculum across the school is valued by all staff and visible to stakeholders.</p> |
| <p>Review: Progression grid in place and becoming embedded. Opportunities for supported planning and advice through clinics given to staff. Creative Arts Network well established with positive feedback from colleagues.</p> <p>Next steps: Continue to further embed and complete actions over the next academic year.</p> | | |

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5) To develop effective support for pupil's mental health and wellbeing

| Objective (Overseen by LE) | Action | Success Criteria |
|--|---|---|
| To increase access to regular, high quality PSHE sessions for all pupils. | <ul style="list-style-type: none"> - Purchase Jigsaw scheme for all year groups (LE) - PD day session introduction to the scheme and planning time. (BG) - Subject leader visit to schools with established Jigsaw scheme (BG) - Review and develop sessions (BG) | Pupils' assessment and work demonstrate improvement in the quality of PSHE sessions. |
| To introduce half-termly wellbeing sessions for all pupils. | <ul style="list-style-type: none"> - Wellbeing sessions planned and designed and shared with teachers – half termly (BG) - Training for TAs around delivery of the sessions. (BG) - Organise any visitors required to enhance sessions. (BG/LE) - Develop further following staff/pupil feedback. (BG) | Pupils report benefits of wellbeing sessions. |
| To further embed Thrive approaches and activities consistently throughout the school in order to aid behaviour regulation and develop sense of self. | <ul style="list-style-type: none"> - Share Thrive principles and useful techniques with all staff. (LE/KW) - Assess groups/pupils and create action plans for development. (LE/KW) - Create a group of staff delivering Thrive activities – regular meetings to discuss techniques/progress. (KW/LE) | <p>Individual plans and Thrive sessions are in place for pupils that need to develop self-regulation.</p> <p>Fewer incidents reported of extremes of behaviour.</p> |
| To increase awareness of mental health issues in order to best support pupils and families to get the help required. | <ul style="list-style-type: none"> - Introduction to Mental health training for all staff members to recognize signs and react appropriately. Activities to support individuals, groups or classes (LE) - Enhanced mental health training for Family Support Worker and awareness of support available to families. (LE) - Signpost parents to useful information via website. (SR/DR) | <p>Staff know how to respond to and refer pupils/families that display mental health difficulties.</p> <p>FSW feels increasing confidence to support families/pupils displaying mental health difficulties.</p> |
| To review and implement a buddies scheme to support all pupils to experience successful break times and lunch times. | <ul style="list-style-type: none"> - School council to design the role of a playtime buddy from input from classes. (LL) - Members of the council to interview and appoint. Training of buddies (LL/SR) - Regular meetings of the buddy group to discuss success and areas to develop. (SR) | <p>Pupils are better supported to experience successful breaktimes.</p> <p>Playground buddies undertake their roles confidently.</p> |
| <p>Review: Jigsaw resources well established across the school and wellbeing sessions run regularly. The FSW and Thrive practitioner are both trained mental health first aiders.</p> <p>Next steps: Develop the whole school approach to Thrive and review the roles of playground buddies (Covid allowing)</p> | | |

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6) To sustain positive partnerships with parents, in order to best support and develop children in reaching their full potential.

| Objective | Action | Success Criteria |
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| To continue to embed effective communication channels with parents through Arbor | <ul style="list-style-type: none"> - Seek parental views on current communication practices. - Create a communications plan to implement new channels gradually over the course of the year. - Offer Arbor clinics to support parents to use and download the app | Increased use of the Arbor app by parents. Increased communication from parents via Arbor |
| To develop and increase opportunities for sharing curriculum, class and pupil progress information remotely with parents via different channels of communication | <ul style="list-style-type: none"> - Seek parental views on current communication practices. - Regularly update website and signpost parents to new content. | Pupils/parents report increased use of the website as a source of information about aspects of school life. |
| To introduce blogging as a way for publishing pupils views of school events/activities | <ul style="list-style-type: none"> - Train staff on the use of blogging and explore examples from other schools. - Introduce in Yr 6 through lunchtime club and gradually widen to other year groups - Create expectation of entries for throughout the year. | Pupils from a range of year groups have the opportunity to publish a blog online. |
| Review: The focus of communications with parents was the remote learning offer rather than communications in general. The website is now more regularly updated but this needs to develop further Next: communications review in 21-22 along with development of blogging | | |

7) To encourage all pupils to show acceptance, respect and kindness to others.

| Objective (Overseen by LE/BT) | Action | Success Criteria |
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| To increase opportunities throughout the year to celebrate the diversity within our local area. | <ul style="list-style-type: none"> - Create calendar for Assemblies for the year including celebrating different religious festivals and events, exploring disability and aspirational figures - local, national and international with diverse backgrounds. (SLT) - Organise resources and visitors to support this calendar (All staff) | Pupils/ staff recognize increased variation in diversity celebrated |

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| To ensure that pupil with EAL are supported to achieve across the curriculum and feel like a valued part of the school community. | <ul style="list-style-type: none"> - Support for planning for EAL pupils to ensure fair access to the whole curriculum. (JS) - Support for pupils to make accelerated progress in English and Maths.(JS/ Year leads) - Language of the Month introduced into every classroom (BT) | Increased progress of pupils with EAL across the school. Pupils with EAL feel a valued part of the school community. |
| To ensure that our curriculum is representation of and aspirational for all pupils. | <ul style="list-style-type: none"> - Review reading resources and identify books required that widen the range of main characters/cultures/contents available for pupils to explore. (LE/BT/MH/PW) - Review History curriculum to ensure links to other cultures and backgrounds are fully explored. (VW) - Gradually repeat activity for different subject areas. (Subject leads) | <p>All pupils feel a valued part of the school community.</p> <p>Staff feel that the curriculum is beginning to represent the full school population.</p> |
| To explore and develop skills and characteristics which promote teamwork and friendship | <ul style="list-style-type: none"> - Continue to embed house afternoons and other house activity (without classes mixing in the initial period) as a way of contributing towards team activity. (SR/CM) - Clearly link house points to developing good character traits – teamwork, empathy, support, acceptance through Assemblies and Displays (SR) - Develop the role of House Leaders as a way to support and encourage others across the school. (SR/EP) | <p>Pupils can explain the values that the school is developing.</p> <p>House teams support pupils to feel like they belong and encourage them to develop good character traits.</p> |
| <p>Review: Assemblies focused upon a diversity range of subjects and individuals and will continue in 21 – 22. Growing number of books purchased reflect diversity of the school. Review of curriculum is ongoing.</p> <p>Next step: Work with the EAL lead to review provision across the school and support further development, including the use of interventions. House activity to return in 2022 in Covid restrictions continue to be lifted.</p> | | |