

School Improvement Plan 2021/2022



Introduction

This school development plan incorporates elements of the previous year's plan where actions have been disrupted due to the Coronavirus pandemic. The targets set for this academic year take into account the challenges that pupils and staff have faced over the last few years, and identifies activity that will best support longer term recovery and widen the breadth and balance of the curriculum and experiences on offer at Springfield.

Context

Number of pupils on roll	343	Number of pupils eligible for pupil premium	93	Number of pupils with EHCP	10	Percentage of EAL pupils	19.5%
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Current Data Picture (July 2021)

Data from ARBOR	Reading EXS+		Reading GPS		Writing EXS+		Writing GPS		Maths EXS+		Maths GPS	
	Aut	Sum	Aut	Sum	Aut	Sum	Aut	Sum	Aut	Sum	Aut	Sum
Year 3	60.7%	72.4%	11.9%	12.6%	59.5%	67.8%	9.5%	23.0%	81.0%	81.6%	14.3%	21.8%
Year 4	67.4%	75.6%	22.1%	25.6%	67.4%	64.0%	15.1%	19.8%	72.1%	77.9%	10.5%	17.4%
Year 5	80.5%	86.7%	19.5%	20.5%	42.7%	60.2%	2.4%	8.4%	89.0%	85.5%	24.4%	24.1%
Year 6	51.8%	66.7%	6.0%	27.4%	37.3%	56.0%	0.00%	20.2%	44.6%	73.8%	1.2%	16.7%

Times Table – Optional Check

(No mark, fail, almost, pass)



School Improvement Plan

Period: 2021/2022

Key Priorities:

- 1) To continue to develop teaching pedagogy and subject knowledge to ensure all learning is well sequenced and retention and understanding for pupils is maximized.**
- 2) To identify pupils' gaps in learning and plan interventions and sessions that support pupils to close this gap and ensure a solid foundation for future learning.**
- 3) To employ a range of strategies to develop writing across all year groups, closing the gaps that have occurred over the last few years.**
- 4) To continue to develop the Springfield curriculum focusing upon equipping pupils with increased ICT skills and knowledge.**
- 5) To provide breadth within the curriculum in all year groups and use Arts and Culture as a vehicle for learning across the curriculum.**
- 6) To continue to develop effective support for staff and pupils' mental health and wellbeing, including support to attendance and smooth transitions between home and school.**
- 7) To encourage all pupils to learn about their rights, and develop the articulation of their opinions whilst showing mutual respect for others.**
- 8) To develop leadership skills across the school and identify staff for succession planning across the school and Trust.**

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1) To continue to develop teaching pedagogy and subject knowledge to ensure all learning is well sequenced and retention and understanding for pupils is maximized.

Objective (Overseen by BT/KC)	Action	Timelines	Budget/resource s required	Monitoring Activity	Success Criteria
<p>1a) To develop the range of activities and approaches used to teach to best support pupil's learning and progress</p> <p><u>Possible areas to explore:</u></p> <ul style="list-style-type: none"> - Explaining and Modelling - Using scaffolds to support learning. - Questioning and feedback - Practice and Retrieval - Developing vocabulary 	<ul style="list-style-type: none"> - Staff (teaching and support) to complete a self- review using standards on Perspective. - Common areas for development will be collated and planned for development during staff meetings – One per half term. Teachers will trial these approaches and will feedback in the next pedagogy staff meeting the next half terms. Ideas/resources will be collated onto the google drive for easy access - Each year group will carry out action research based on an element from the given list. The approach will be selected at the end of Autumn 1st in response to the needs of pupils. Use Walk Thrus (book or website) resources to support. Share with other staff at the end of the process. - Monthly support staff meetings are planned to address areas for development with tasks set in-between and opportunities for sharing learning together. 	<p>Aut 2021</p> <p>Ongoing</p> <p>Aut 2nd onwards</p>	<p>Perspective renewal cost</p> <p>Chartered College membership and pedagogy books/website</p> <p>SLT release time to support to plan CPD sessions</p>	<p>Staff self-review repeated yearly.</p> <p>Staff meeting minutes</p> <p>Staff perceptions/ feedback</p> <p>Impact evidence linked to action research</p> <p>Support staff meeting minutes and feedback</p>	<p>Staff recognize their areas for development and are proactive in planning to improve these.</p> <p>Staff can evaluate pedagogical approaches in terms of pupil responses and outcomes.</p> <p>Staff have the opportunity to work collaboratively to develop their practice.</p>
<p>1b) To sequence, design and structure sessions that support pupils to retain knowledge and develop effective schemas.</p>	<ul style="list-style-type: none"> - All subject leaders to review the progression grids and subject expectations documents in light of feedback from staff and review of sequencing. - BT/KC to research/attend training about sequencing of units to maximise retention and develop schemas – information to be shared with staff. - Year group leaders to meet several times over the year to discuss lesson design and sequencing. - PPA sessions for further review and further refining sequences and design – KC/BT to support 	<p>Aut 2021</p> <p>Spr 2021</p> <p>Throughout the year</p>	<p>Subject Leader allocated time</p> <p>BT/KC Release Time</p> <p>Access to Research docs/Training</p> <p>Staff meeting times</p> <p>SLT release – termly to support in PPA</p>	<p>Teacher Questionnaire</p> <p>Reviewed subject documents</p> <p>CPD notes</p> <p>Pupil Perceptions</p> <p>Book looks/studies</p> <p>Data analysis</p>	<p>Staff can explain ways that pupils learn best and how planning reflects this as a result.</p> <p>Pupils demonstrate increasing retention of knowledge in all subject areas.</p>
<p>Governor and Trust activity:</p>	<p>Updates through Headteacher reports on a termly basis.</p> <p>Progress updates through Chair/Heads meetings</p> <p>Anonymous data shared through staff self-reviews</p> <p>Subject Leader showcase – Leaders to talk through ongoing changes and activity</p>		<p>Termly</p> <p>Monthly</p> <p>Shared during Governor Meetings</p> <p>December meeting</p>		

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2] To identify pupils' gaps in learning and plan interventions and sessions that support pupils to close this gap and ensure a solid foundation for future learning.

Objective (Overseen by LE)	Action	Timelines	Budget/resource s required	Monitoring Activity	Success Criteria
2a) To further develop assessment approaches and analyse data carefully so that work can be specifically tailored to the needs of different pupils.	<ul style="list-style-type: none"> - Subject Leaders to create key objectives documents for their subject that are easily accessible in their books/display as a reference point for pupils, parents and staff to explicitly pinpoint what pupils need to know/do. - Review activities used in each subject to enable teachers to assess – consistently adopt a common approach for each subject and review throughout the year. - Year Leaders, Subject leaders, SLT and teachers to regularly review FFT/NFER/AR assessment data to identify learning gaps and plan for next steps 	<p>Aut 2021</p> <p>Aut 2021 Every half term Regular staff meeting/ release/PPA time</p>	<p>Staff meeting time</p> <p>Pedagogy books/articles</p> <p>FFT Subscription Staff meeting time</p>	<p>Assessment data analysis</p> <p>Learning walks</p> <p>Staff/Pupil perceptions</p> <p>Pupil Progress paperwork</p>	<p>Consistent assessment activities and system records pupil progress clearly and teachers can clearly identify next steps</p> <p>Pupils can articulate the objectives in each subject that they are working towards/have achieved.</p> <p>Pupil Progress meetings are thorough and review all pupils.</p>
2b) To ensure consistency of approach to marking in order to maximise feedback to pupils whilst being mindful of workload.	<ul style="list-style-type: none"> - Review the consistent use of effective marking and feedback in all subjects. - Pupils to be trained and regularly have the opportunities to respond to marking and undertake challenge activities. They will be reviewed by subject leaders/staff during regular book look activity. 	<p>Aut 2021</p> <p>Ongoing</p>	<p>SLT review/staff meeting time</p>	<p>Book scrutiny</p> <p>Staff/pupil perceptions</p>	<p>Pupils are familiar with the expectations for responding to marking.</p> <p>Staff feel confident in the school's approach to marking, recognizing the benefits and can manage this effectively.</p>
2c) To ensure that pupils with special educational needs are clearly identified and received a personalized plan that is reviewed on a termly basis.	<ul style="list-style-type: none"> - SENDCO to review paperwork for use across the school and revise this, and the processes with teachers and support staff. - Training for staff on target setting and the use of the assess, plan, do, review cycle. - Specialised Interventions planned and delivered. - Gaps in knowledge of all staff to be identified and training planned as a result. - Passports and Learning Plans to be reviewed termly with parents 	<p>Aut 2021</p> <p>Aut 2021</p>	<p>SENDCO time/staff meeting</p> <p>External training for teachers/Tas</p>	<p>SEN learning work</p> <p>Data analysis for SEN pupils</p> <p>Training notes and evaluation</p>	<p>SEN pupils make good progress and meet short term targets set.</p> <p>Parents of SEN pupils report being well informed about their child's provision.</p> <p>Staff feel more confidently about providing for pupils with SEN</p>
2d) To effectively support underachieving pupils to make increased progress in Maths and/or English	<ul style="list-style-type: none"> - Implementation Lead (IOA funded) to identify pupils in each year group for intervention support - Implementation Lead (IOA funded) to identify key interventions, organize support staff and session times for each intervention and ensure staff are trained. The main intervention will be Learning by Questions. - Entry and exit data will be reviewed half termly with Year Leaders and adaptations made. 	<p>Aut 2nd 2021</p> <p>Aut 2nd 2021</p>	<p>IOA funded project</p> <p>Leader release and training</p> <p>Staff training costs/release time</p>	<p>Data analysis – end of term and intervention exit.</p> <p>Pupil Progress meetings with Year Leaders and teachers.</p>	<p>Intervention pupils make increased progress.</p> <p>Intervention pupils begin to apply knowledge into learning in whole class sessions.</p>

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Governor and Trust activity:	<i>Assessment updates through Headteacher reports on a termly basis.</i> <i>Subject Leaders Showcase to include pupils books</i> <i>SENDCO information and updates reported to Governors</i> <i>Implementation Lead to report to a governor/trustee to discuss impact – could be shared more widely.</i>	<i>Termly</i> <i>December 2021</i> <i>Termly update</i> <i>Summer 2022</i>
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3) To employ a range of strategies to develop writing across all year groups, closing the gaps that have occurred over the last few years.

Objective (Overseen by LE)	Action	Timelines	Budget/resource s required	Monitoring Activity	Success Criteria
3a) To ensure that the sequence of writing sessions best prepare pupils for successful writing	<ul style="list-style-type: none"> - Train staff on proposed structure for 3 week units with core example and opportunities to explore - Review and Set clear expectations for writing opportunities both in Literacy and across the wider curriculum. Review these through book looks and staff meeting sharing of books. 	Autumn 2021 – Spring 2022	Subject Leader release time Staff meetings scheduled	Book looks Writing data reviews	Teachers confidently plan and teach writing units that fit a specific structure and contains specific elements. Pupils have more opportunities to practice skills in extended pieces. More pupils writing an expected standard and greater depth by the end of the year.
3b) To provide pupils with specific targets and individual feedback and editing opportunities.	<ul style="list-style-type: none"> - Review assessment system through interaction with Trust subject leaders - Introduce individual target cards that are tagged to creative writing books and reviewed after every piece of writing. New targets given more regularly. - Staff meeting to review feedback and editing activities and review regularly with new approaches trialed and feedback shared. 	Autumn 2021 Ongoing	Trust leader meetings Target cards created Staff meeting time	Writing data reviews Book look Moderation of writing	All pupils know and understand their writing targets. Pupils/Teacher review their targets after every extended piece of writing. Pupils are better able to edit their work
3c) To increase progress in core writing skills; grammar, vocabulary and handwriting.	<ul style="list-style-type: none"> - Review frequency of activities used to teach grammar skills. Key focus for first few weeks in September. - Review assessments and introduce interventions for pupils across all year groups to address gaps in grammatical knowledge. - Staff meeting to review activities to develop vocabulary – trial and review together. - Daily handwriting for first half term 	Autumn 2021 Ongoing	Purchase of any new resources Staff over time – interventions	Book look Writing data review	All pupils demonstrate progress in grammatical knowledge Intervention pupils demonstrate progress in writing Handwriting of all pupils develops by Autumn 2 nd
Governor and Trust activity:	<i>Assessment updates for writing through Headteacher reports on a termly basis.</i> <i>Subject Leaders Showcase to include pupils books</i> <i>Government/Trustee updates from English Subject Lead.</i>	<i>Termly</i> <i>December 2021</i> <i>Termly update</i>			

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

Objective (Overseen by SR)	Action	Timelines	Budget/resource s required	Monitoring Activity	Success Criteria
4a) Continue to invest in new hardware to enable quality first teaching and accelerated progress for pupils.	<ul style="list-style-type: none"> - DFE laptops to be fully reconfigured and used for intervention/class activities. Additional laptops to be rolled out to ensure increased capacity of hardware. -Staff to have new laptops, ensuring correct site license, security certificates and software, allowing for quality first teaching. -Increased usage of computers across the curriculum, matching against the objectives (animation etc) for a number of Foundation subjects. -Computer Club for upper KS2 to use new laptops/programming software. 	<p>Sept 2021</p> <p>Dec 2021</p> <p>On-going evaluation of the needs of the school</p>	See Computing Spending Plan.	<p>Pupil/staff perceptions</p> <p>Curriculum planning review</p> <p>Learning walks/ review of work</p> <p>Computing assessment</p>	<p>Staff report increased use of laptops throughout the year as a result of additional availability.</p> <p>Pupils develop computing skills further through additional opportunities to use them across Foundation subjects.</p>
4b) 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 to ensure skills are relevant to each year group and match yearly overviews, ensuring the provision is bespoke for Springfield Juniors. -Embed the use of Crumble Bots in programming sessions with LH. Also, using new hardware to support enrichment activities with challenge groups/extension opportunities. 	<p>Autumn 2021</p> <p>Throughout the year</p>	<p>Training costs if not in house</p> <p>SR release</p>	<p>Repeated staff questionnaires</p> <p>Learning walks/review of work</p> <p>Computing Assessment</p>	<p>Pupils' skills and knowledge within computing is greater than in previous years.</p>
4c) 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 across the curriculum. (SR/LH) - Plan adapted to include ICT activities, trialed and reviewed altogether. (All staff) - New hardware used to support interventions within class (Learning by Questions and Communication in Print 3) and review the impact on pupil attainment/progress. 	<p>Throughout the year</p> <p>Spring 2021</p>	<p>CPD sessions for planning review</p> <p>Staff meeting time</p>	<p>Review evidence of enhanced ICT links</p> <p>SEND/ differentiation learning walk</p>	<p>Staff report increased use of ICT to enhance other subject areas.</p> <p>Pupils develop computing skills further through additional opportunities to use.</p>

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4d) To raise the profile of online safety for all stakeholders by using a number of high-quality resources.	<ul style="list-style-type: none"> -Ensure all stakeholders (teacher, governors, parents) undertake online safety training using the National Online Safety website/app during the Autumn Term. -Embed a culture of sharing in school – termly online safety assemblies, relevant information on wall displays and promotion of Self-referral sheets. -Monthly updates sent to parents and targeted information identified on the National Online Safety app which target themes seen in school. -Continue to build links with external agencies (Jason Cowles, Police Liaison Officer). -On a monthly basis, launch the Digi Leads (Year 6 pupils) who will be promoting online safety in school and other areas of the computing curriculum. 	Sept 2021 Autumn 2020 Ongoing	£650 per year for the subscription to the National Online Safety portal. Training costs e.g. time provided for staff to complete training. SR release time	Feedback from parents regarding the new portal online. Parent engagement to be reviewed on a termly basis (number of parents accessing the materials / initial feedback) Google Form to be sent out to all parents.	Pupils feel more confident to raise concerns in school. Parents demonstrate more confidence when dealing with online safety incidents at home. Increased number of external parties (police/IT companies) coming in and promoting online safety/jobs within this field.
<i>Governor and Trust activity:</i>	<i>Updates shared with the Computing Governor on at least a termly basis. Information shared through the Governor meetings/Headteacher report Data shared from staff self-evaluations Feedback from Google Form shared with Governors Analysis provided from Autumn – Summer Term Staff to undertake online safety training (National Online Safety)</i>			<i>Termly Monthly</i>	

5) To provide breadth within the curriculum in all year groups and use Arts and Culture as a vehicle for learning across the curriculum.

Objective (Overseen by BT)	Action	Timelines	Budget/resources required	Monitoring Activity	Success Criteria
5a) To provide consistent and high quality visual and performing arts lessons in all years	<ul style="list-style-type: none"> - Subject leads to use new progression grids to plan units of work. - Termly monitoring of performing arts lessons - termly pupil voice - Termly Arts and Culture network meetings to share good practise and develop consistency across year groups and county. - Opportunities to further enhance the Arts Curriculum created through links to the Festival Bridge and an arts network of teachers from local schools. - investigate and book training for K.M & J.H - Begin to develop an annual performing arts showcase to celebrate the high quality arts in our school (Paired with an exhibition? - BT attend LFI gen 5 to develop leadership skills -Introduction of Performing Arts scrap books to celebrate and monitor teaching. 	Autumn 2020 Throughout the year	BT release time Resources purchased as part of the subject budget Staff release time Software for editing film Develop variety of clubs – subsidized Cost of CALSA	Review of Arts SDP throughout the year Arts lead to monitor Arts teaching – observations/ planning/ evidence of work produced Assessment data Pupil perceptions	Pupils have consistently high quality visual and performing arts lessons. Pupils develop the confidence and ability to share their Arts learning with a range of audiences. A long term plan and clear objectives show progression in skills and consistency across year groups. Feedback and/or minutes from Arts and Culture meeting demonstrates effective sharing of good practice.

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5b) To use Arts and Culture as a vehicle for learning across the curriculum.	<ul style="list-style-type: none"> - Teachers plan creative skills into CC/English lessons where possible, including the use of purposeful trips. - A board of Arts Ambassadors meet termly to add creative ideas onto planning so the curriculum is pupil lead. - Teacher training needs are identified and sessions delivered with follow up support as required. (BT) - CA Lead to work in partnership with CC lead to ensure continuity of vision/direction of curriculum. (BT) - BT attend LFI gen 5 to develop leadership skills 	<p>Throughout the year</p> <p>Spring 2021</p> <p>Aut 2021</p> <p>Throughout the year</p> <p>Aut 2021</p>	<p>Staff release time</p> <p>BT – questionnaire analysis and monitoring</p> <p>Staff meeting time</p> <p>Cost of CALSA</p>	<p>Review of Arts SDP throughout the year</p> <p>Arts lead to monitor Arts integrated into class teaching – observations/planning/ evidence of work produced/display</p> <p>Assessment data</p> <p>Pupil perceptions</p>	<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 subjects 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>Pupil voice steers the curriculum</p>
5c) To provide consistent and equal opportunities to develop cultural capital for all students at Springfield.	<ul style="list-style-type: none"> - Develop an arts and culture club within school time that is free and open to all. Work with teachers to identify vulnerable children who may benefit from this. - Creative careers project to introduce students to a range of creative industries through recorded interviews with professionals (during assembly slots) - Each year group has a creative project per year - YR3 - Sam Moss/YR4- Atom & Luna/ YR5 - SSF/ YR6 - YPPT - Each teacher will create an 'Arts & Culture' display where these activities are celebrated and visible to a range of stakeholders. A whole school display will follow. (All staff) - Children will have opportunities to both perform to and be an audience for different types of performance across their school career. 	Throughout the school year	<p>Project funding</p> <p>Arts Ambassador fundraising</p> <p>Display materials</p> <p>Creative careers assemblies</p> <p>Leadership release time</p>	<p>Case studies of children in club as well as individuals from vulnerable groups to measure impact of large scale year group projects.</p> <p>Pupil voice</p> <p>Core data at beginning and end of projects</p>	<p>Pupils are aware of a range of creative industries</p> <p>Pupils all access a large scale creative project per year</p>
Governor and Trust activity:	<p><i>Updates through Headteacher reports on a termly basis.</i></p> <p><i>Progress updates through Chair/Heads meetings</i></p> <p><i>Subject Leader showcase – Leaders to talk through ongoing changes and activity</i></p> <p><i>Governors/Trustees invited to performances</i></p>				

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6) To continue to develop effective support for staff and pupils' mental health and wellbeing, including support to attendance and smooth transitions between home and school.

Objective (Overseen by LE)	Action	Timelines	Budget/resources required	Monitoring Activity	Success Criteria
6a) 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"> - Review behaviour policy to reflect behaviour and the law/Thrive training and principles - Share Thrive principles and useful techniques for behaviour management with all staff. - Assess groups/pupils and create action plans for development. (LE/KW) - Create a group of staff delivering Thrive activities - Pupils causing concerns are discussed and reviewed regularly/ staff working with these pupils are supported. 	Autumn 2021 October 2021 Throughout the year	External training for TA/Staff meeting time release time regular meeting slot for TAs involved.	Behaviour logs Thrive assessments	Individual plans and Thrive sessions are in place for pupils that need to develop self-regulation. Fewer incidents reported of extremes of behaviour. Fortnightly reviews of pupils detail progress.
6b) To explore a range of ways to support pupils with low attendance, and those that struggle to transition to school.	<ul style="list-style-type: none"> - FSW/Behaviour Lead to identify pupils to work with - FSW/Behaviour Lead interviews each child to build relationships and identify barriers to attendance/happy transition - Individual plans and strategies to be created and implemented. Attendance/progress to be reviewed half termly. 	Aut 2021 Ongoing	Behaviour Lead release time/ training (IOA funded)	Attendance data Log/tally of positive entrances.	Persistent absentees from 20/21 have higher rates of attendance in 21/22 Incidents of distress upon arrival are reduced.
6c) 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) 	Nov 2021 onwards	School Council Meetings Staff release for training buddies	Pupil perceptions Playground log	Pupils are better supported to experience successful breaktimes. Playground buddies undertake their roles confidently.
6d) To ensure pupils are taught about relationships in line with the statutory SRE curriculum	<ul style="list-style-type: none"> - Policy on website and shared with all stakeholders. - Staff understand expectations and have resources available to use. - Communication with parents around this is clear. - Lessons are delivered sensitively. 	Throughout year	Subject Leader release time to review.	SL monitoring – Learning walks/books/assessment.	Pupils' assessment and work demonstrate learning is in line with statutory requirements.
Governor and Trust activity:	<i>Wellbeing updates to named governor on a regular basis</i> <i>Reported progress of the SDP in headteachers reports</i> <i>Anonymous reporting of mental health/safeguarding issues</i>			<i>Termly</i> <i>Termly</i> <i>Termly</i>	

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7) To encourage all pupils to learn about their rights, and develop the articulation of their opinions whilst showing mutual respect for others.

Objective (Overseen by KC)	Action	Timelines	Budget/resources required	Monitoring Activity	Success Criteria
7a) Teaching and learning about rights. -To increase the number of children, young people and the wider school community that know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.	- Intro assembly to staff, pupils and governors to explain RSSA - Letter to parents. - Staff CPD at inset day in September to introduce CRC - Copies of CRC for all staff and Gobs - Launch Day – Off timetable ‘immersion’ activities to see rights as universal - Pupils to identify rights that are important to them to create Springfield seven/top ten. - Create steering group that represents the diversity within the school, including pupils, staff members and governors. - Promote CRC by displaying articles around the school. Eg Toilets, ICT, First Aid, Playground.	July 2021 Sept 2021 Sept 2021 Launch day – Autumn 2021	PSHE/RE budget used to purchase resources Art budget to represent articles.	Pupil/staff perceptions	Children are familiar with a number of Articles of the CRC and can talk about the rights they enjoy. Children know rights are universal and unconditional; the CRC applies to all children and young people everywhere, all the time. Children demonstrate an awareness of where and why some children may not be able to access their rights. Adults and the wider school community know about and understand the CRC.
7b) Teaching and learning through rights. -To ensure children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child. -To encourage positive relationships founded on dignity and a mutual respect of rights. -To ensure pupils are safe and protected and know what to do if they need support. -To ensure children’s social and emotional wellbeing is a priority. -To ensure children and adults are valued as individuals. -To encourage children to value their education and are involved in decisions about it.	-Review of school vision linking to Articles, esp 12, 28 ad 29. -Use rights based charters in class. -Assemblies to be based around rights every other week. -Link talking assembly and oracy activities to CRC. -Use the language of rights and respect to be Performance Management Objective for all. -Reflection sheet to be re-worded to explicitly link to rights -Training for lunch time staff to introduce CRC and develop RR language. -Work with Thrive Lead and FSW to link rights respecting with the activities that they conduct. -Work with PSHE lead to integrate articles into planning. -Involve pupils in subject monitoring	Autumn 2021 Spring 2022	SLT Meeting time Staff meeting time Staff Meeting to plan		Children are able to explain how school facilitates them to enjoy a range of rights. Children can describe how they and others act to create a rights respecting environment. Children can speak with confidence about how positive relationships are encouraged. Rights are used to clarify moral developments and consider rights respecting situations. Pupils and adults feel valued Pupils can talk about the role they have in their learning.
7c) Teaching and Learning for Rights -To ensure children’s opinions and views are valued, listened to and involved in decision making about their life in school.	-Work closely with School Council. SLT to meet with SC to explore ways in which this can be achieved. - Range of other pupil voice activities planned for across the school year. -Fundraising to be linked to articles. -Curriculum audit to identify planned opportunities for global learning. Map to articles where relevant. -Sign up for World’s largest Lesson and Unicef’s UK Outright campaign.	Spring/ Summer 2022	Year group planning time. Meeting time with SC & SLT		Children can express their opinions and are involved in decisions about their life in school. Children are involved in a range of activities to promote children’s rights on a local and global scale.

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<i>Governor and Trust activity:</i>	<ul style="list-style-type: none"> - Regular updates to Governors. - Updates through Head's report. - Opportunity to collaborate with other Trust schools who are rights respecting to share practice. 	
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8) To develop leadership skills across the school and identify staff for succession planning across the school and Trust.

Objective (Overseen by LE)	Action	Timelines	Budget/resources required	Monitoring Activity	Success Criteria
8a) To develop skills and expertise of all subject leaders	<ul style="list-style-type: none"> - Create a subject leaders handbook and discuss during staff meetings to increase understanding of the expectations of the role and consistency of approach. - Build in regular time for staff to complete tasks for their subject. Opportunities for feedback and development of tasks. - Meet with subject leader counterparts from across the Trust and infant school to discuss role and subject organization. 	Autumn Term Throughout year	Staff meeting time Release time where required	SLT review of subject leadership Self assessment against standards	Subject Leaders understand the expectations of their role Subject Leaders have increased knowledge of their subject across the school. Quality of education in each subject improves.
8b) To identify leaders for the future and ensure training and opportunities for leadership development	<ul style="list-style-type: none"> - Through Performance Management, identify staff who are aspirational for their future career paths. - Actively identify potential roles, secondment and training to support. Examples – HM and SCITT secondment and VW IOA whole school project and training. - Staff to present during Trust events and teaching trainees on the SCITT course. 	Autumn Term Throughout year	Training costs Release time	PM meetings throughout the year Project development information/feedback	Potential Leaders develop leadership skills/ experience required for the next career step. Large scale projects have positive impact on target pupils.
8c) To develop the skills and expertise of the new Senior Leadership team.	<ul style="list-style-type: none"> - Headteacher and SLT where appropriate to participate in Trust school improvement triads. - Deputy Head to identify training suitable for specific responsibilities - Assistant Head (BT) to undertake Leadership course – Leaders for Impact - Assistant Head (KC) to undertake RR training and work with others across the trust on large whole school project. 	Throughout the year	Training costs Release time	PM meetings Impact reports/data	SLT report development of skills in their PM meetings SLT actions have positive impact on all/target pupils.
<i>Governor and Trust activity:</i>	<ul style="list-style-type: none"> - subject leader roadshow - presentation of handbook and assessment information. - presentation of outreach work/progress towards training/role responsibilities. 				