



# Springfield Junior School

## School Evaluation and Improvement Plan 2024-2025

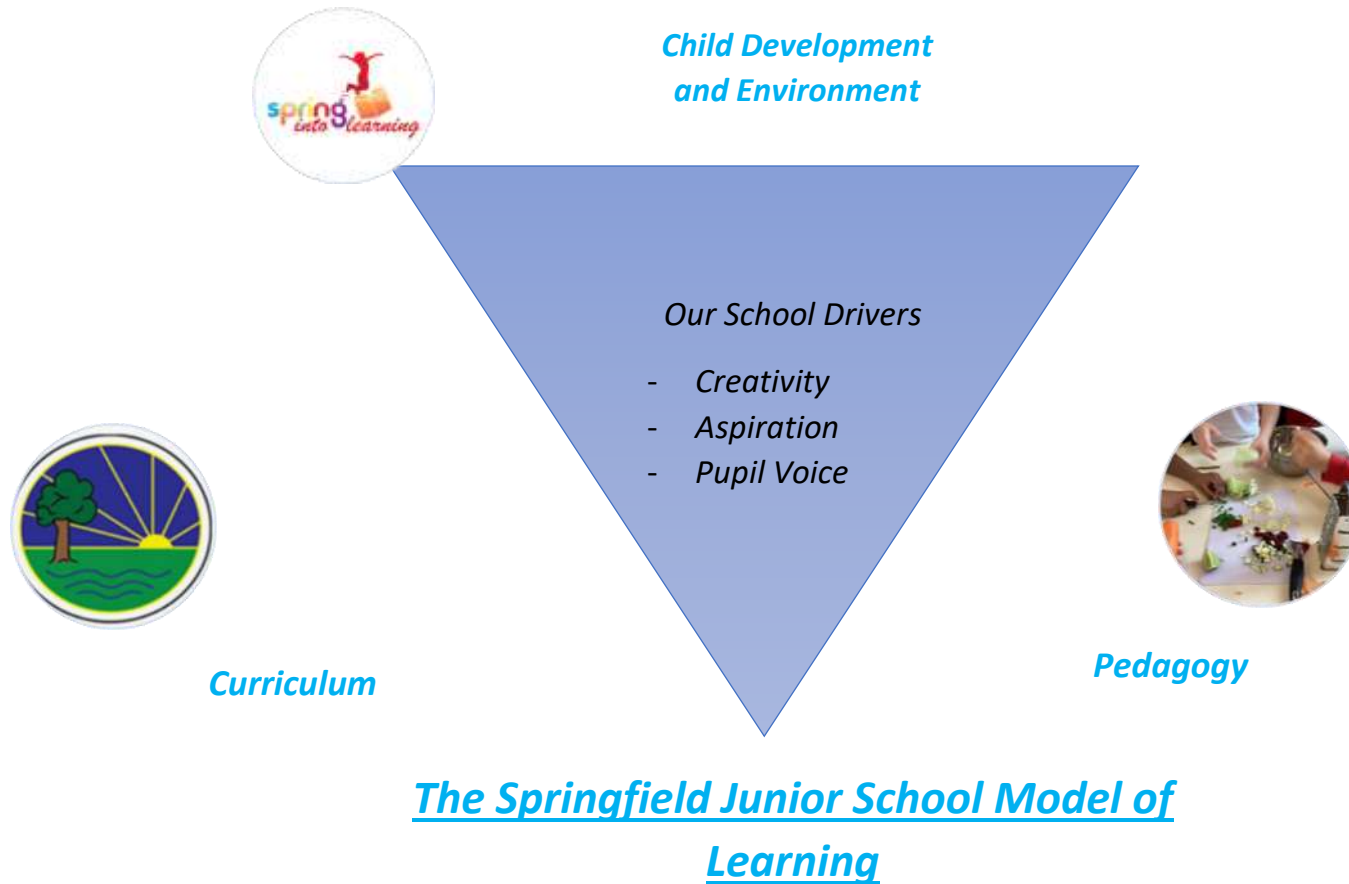
SCHOOL CONTEXT					
Number of pupils on roll	341	Number of pupils eligible for pupil premium	128 (38%)	Number of pupils with a statement of special educational needs (SEN) or an education, health and care (EHC) plan	45 (13%)
Percentage of pupils on track to meet expected standard/attainment targets		Percentage of pupils on track to exceed expected standard/attainment targets		Number of pupils currently not on track to meet expected standard/attainment targets	
Percentage of pupils with English as an additional language (EAL)	34%	Most recent Ofsted grade	Outstanding 2014	Staff turnover for the previous year	21%
Overall absence 2023-2024	5.7%	Persistent absence 2023-2024	16.8%		
Key Ofsted actions from last report	Ensure that the teaching of phonics is consistent and quickly improves pupils' early reading skills, especially for those with weaker reading skills				
Key areas to improve	Adaptive teaching, focus on reading across the curriculum, Maths reasoning, EAL provision, whole school Thrive approach, writing assessment and learning environments				



# Springfield Junior School

## School Evaluation and Improvement Plan 2024-2025

Our learning model at Springfield Junior School is based on the three stands of curriculum, pedagogy and child development and it is supported by our school drivers of creativity, aspiration and pupil voice. This learning model is evidence based and pulls together educational research from a number of different strands, and the voice of our pupils, to ensure a bespoke learning offer which enables our children to flourish and thrive.





# Springfield Junior School

## School Evaluation and Improvement Plan 2024-2025

### Our School Strengths

#### Curriculum

- our curriculum is sequenced and coherent with revisiting points for key learning
- learning is structured and supported with appropriate resources to avoid cognitive overload
- knowledge to be learned is progressive so children can know more and do more
- resources through lesson plans and slide decks are provided to ensure consistency and equity of the curriculum offer
- vocabulary rich
- curriculum is research-led, drawing on cognitive load theory, generative learning practice, and Rosenshine's principles of instruction
- exceeds national curriculum requirements
- there is a clear focus on developing reading building from the infant school, to ensure no child is left behind, whilst providing children with the skills to develop a love of independent reading
- close links with the maths hub ensure our delivery of the curriculum support children's numeracy and reasoning skills
- the music curriculum ensures all children learn more than one instrument with ample opportunities to perform and extend their proficiency through dedicated instrument tutors



#### Child Development and Environment

- Learning behaviours are embedded into school life and children understand how to be a good learner and that this is achievable for all
- The school's behaviour policy is consistently applied whilst parental involvement in the behaviour management process has been shared and strongly encouraged, leading to a shared approach to managing disruptive behaviours
- The school environment has been updated so that all children have equitable access to calm and productive environments
- A Thrive approach ensures interruptions and obstacles to the stages of positive child development are identified and addressed effectively
- A rigorous SEND identification and support process ensures all children can make progress from their starting points
- Safeguarding is effective at the school and all adults understand their role within this framework
- Use of Sport Premium funding is effectively spent to ensure the active participation of all.
- School enrichment activities ensure a focus on child development beyond the classroom, including the contribution of pupil voice to school planning
- Pupil premium is carefully planned for and has a positive impact on children's learning
- Our ongoing commitment to the Opal approach to develop the quality of positive play has resulted in the Silver award
- A clear focus on attendance is having a positive impact on maintaining levels above national levels



#### Pedagogy

- Staff development sessions have focussed on adapting curriculum materials to support and extend the learning for all children with regular monitoring to check consistency and impact
- Termly pupil progress meetings with all teachers ensure gaps are quickly addressed with the implementation of effective strategies, supported by the SENDCo where necessary
- The curriculum materials support staff to help children retain information, and build their confidence and understanding of each subject year-on-year.
- Vocabulary is a key part of our pedagogy supported by discrete teaching, knowledge organisers, classroom displays and other learning resources
- Assessment in school is supported by NFER assessments in the core subjects from Years 3-5
- Regular low stakes quizzing is an integral part of the CUSP curriculum
- Close work with the Maths Hub, CUSP, Jigsaw, and with our own subject specialists ensure children are provided with high quality learning opportunities with access to authentic resources
- Strong links with the Trust support staff CPD and moderation activities
- An assessment platform has been implemented to ensure all staff can use data to inform their planning of teaching and learning





# Springfield Junior School

## School Evaluation and Improvement Plan 2024-2025

### *Key Areas for Development*

#### Curriculum

- Reading high quality texts, both fiction and non-fiction will provide the backbone of the curriculum and ignite children's curiosity to know more
- Programmes for EAL children who are new to the language/country, will be strengthened and implemented with clearer progress measures, to ensure they are effectively supported to access an age appropriate curriculum
- Further work with the Maths Hub and a review of teaching programmes, will strengthen the quality of teaching and learning, leading to stronger reasoning skills across all year groups

#### Child Development and Environment

- A whole school Thrive approach with well trained staff ensure children's barriers to learning are quickly identified and consistently addressed in line with the school's approach to behaviour
- The school's learning environments contribute to the effective learning of all children across the curriculum

#### Pedagogy

- Staff will confidently and skillfully use adaptive teaching strategies to ensure the needs of all children are met and all make good rates of progress from their starting points
- All teaching staff will use accurate formative and summative assessment in writing to inform planning, teaching and learning, ensuring positive progress for all pupils
- All children take pride in their learning and are self-motivated to extend this beyond the classroom



# Springfield Junior School

## School Evaluation and Improvement Plan 2024-2025

### Curriculum

1.1 Reading high quality texts, both fiction and non-fiction will provide the backbone of the curriculum and ignite children's curiosity to know more and do more								
Actions	Accountability			Success Criteria	Cost	When	Progress	Impact
	Led by	Monitored	Governor					
1. Review the current CUSP reading spine to ensure quality texts form part of every Unit, as well as non-CUSP subjects	JH/Subject Leaders/MH	BT/JV	EK	<ul style="list-style-type: none"> <li>Children talk about books enthusiastically, naming authors, offering comparisons and recommendations to their peers</li> <li>Children can link books to areas of the curriculum they are studying</li> <li>Frequency of home reading will increase and will reflect, where appropriate, the high-quality texts recommended by their teachers</li> <li>Children will use reading resources in class to further their learning</li> </ul>	Staff meeting time  £1000 curriculum book resources	Autumn 1 2024	Books have been purchased to support the curriculum in Geography, History, Music and Science. Subscription renewed to online curriculum linked texts through Curriculum Visions	
2. Resource the library and library with books related to the curriculum for all reading abilities						Autumn 2		
3. Learning walk to establish the prominence of reading within the school curriculum						Autumn 2	Evidence seen of the use of books to promote interest and links to the learning	
4. Monitor reading journals to assess further reading linked to current learning units						Termly		
5. Pupil Book Study to assess pupil voice regarding reading throughout the curriculum, making						Spring 1		



# Springfield Junior School

## School Evaluation and Improvement Plan 2024-2025

additions/adjustments where necessary								
---------------------------------------	--	--	--	--	--	--	--	--

**1.2 Programmes for EAL children who are new to the language/country, will be strengthened and implemented with clearer progress measures, to ensure children are effectively supported to access an age appropriate curriculum**

Actions	Accountability			Success Criteria	Cost	When	Progress	Impact
1. Review current provision, tracking and policy for EAL at Springfield	Led by DB/JS	Monitored JV	Governor VK	<ul style="list-style-type: none"> <li>A clear, high quality programme of language study will accelerate non-English speakers to access the same curriculum as their peers</li> <li>Teachers and support staff will regularly use dual language/support resources in their teaching to ensure inclusion and a sense of belonging for all children.</li> <li>Careful tracking of progress will assist in identifying any other barriers to learning such as SEN.</li> </ul>	Staff meeting time	Autumn 1 2024	Review has taken place with the policy rewritten and clearer tracking processes for EAL children	
2. Implement a clear progression catch-up programme with clear assessment markers						Autumn 1 2024	Programme, with clear assessment markers is in place and regular sessions are being tracked and monitored	
3. Ensure all classes have EAL resources to support the curriculum being taught						Autumn 1 2024	Sample resources have been produced for each CUSP unit and shared with class teachers	
4. Track EAL data termly to inform planning						Autumn 2 2024		
5. Use pupil voice to inform further policy and practice						Spring 2 2024		



# Springfield Junior School

## School Evaluation and Improvement Plan 2024-2025

1.3 Further work with the Maths Hub and a review of teaching programmes, will strengthen the quality of teaching and learning, leading to stronger reasoning skills across all year groups

Actions	Accountability			Success Criteria	Cost	When	Progress	Impact
1) CPD from the Maths Lead at the beginning of term on key areas to focus on this year	Led by VW	Monitored JV	Governor VK	<ul style="list-style-type: none"> <li>Subject Leader will develop confidence in subject leadership in relation to teaching for mastery.</li> <li>Staff confidence in planning and teaching with mastery in mind will improve – assessed through staff survey</li> <li>Data will follow an = or positive trend year on year</li> <li>Maths curriculum will continue to embed mastery approaches resulting in positive results and attitudes towards maths</li> <li>Evidence of adjustments made for learners.</li> <li>GD children feel challenged in lessons.</li> <li>SEN children are able to access lessons</li> <li>Current Maths Vocabulary displayed on walls</li> </ul>	Subject leader time  £1000 additional resources	Autumn 1 2024	Completed – subsequent learning walk showed evidence of concrete apparatus used consistently in all year groups	
2) Implement ‘mastering number’ programme for year 4 and 5 to build on number sense (monitor through child baseline assessments).						Autumn 1 2024	Programme has been implemented – to be monitored	
3) Staff development on alignment of our curriculum and lesson structure for teaching for mastery – ensuring reasoning practice is taught regularly						Autumn 1 and ongoing		
4) Staff development on specific aspects of mastery requiring development (variation and representation)						Autumn 1  Spring 1	Variation training has taken place  Representation training	
5) Explicit teaching of vocabulary and adaptations made to the curriculum for SEN & GDS pupils.						Spring 1		



# Springfield Junior School

## School Evaluation and Improvement Plan 2024-2025

Development of vocabulary progression document								
--	--	--	--	--	--	--	--	--



# Springfield Junior School

## School Evaluation and Improvement Plan 2024-2025

### child Development and Environment

**2.1 A whole school Thrive approach with well trained staff ensure children's barriers to learning are quickly identified and consistently addressed in line with the school's approach to behaviour**

Actions	Accountability			Success Criteria	Cost	When	Progress	Impact
1 Appoint a Thrive trained inclusion officer to lead whole school implementation of the Thrive programme	Led by KW	Monitored JV	Governor SG	<ul style="list-style-type: none"> <li>Barriers to learning including interruptions to normal child development are identified and addressed effectively through the Thrive programme</li> <li>Thrive strategies are class based as well as with the Inclusion officer resulting in a consistent school approach</li> <li>Children's emotional needs are met reducing further interruptions to their learning, as well as to the learning of others</li> <li>All staff new to the school will be Thrive trained as part of their induction</li> </ul>	Staff meeting time  £1000 additional resources	Summer 2 2024	Completed	Whole school programme is in progress
2 Arrange whole school Thrive training						October 8 <sup>th</sup> 2024	Completed	Whole school approach is consistent
3 Organise peer support groups so teaching assistants are confident to implement a thrive approach with the children they work with						Autumn 1 and ongoing	Inclusion officer has led peer groups to provide further Thrive CPD	Support staff confident to run sessions
4 Regular updates in TA and staff meetings will ensure staff are confident to embed the Thrive approach in their everyday practice						Autumn 1 and ongoing	Input planned for 14.11.24	
5 Ensure all children have been assessed against the Thrive framework						Autumn 1	Completed	Children have been identified for further intervention
6 Termly monitoring of individual Thrive profiles. Areas of concern are referred to outside agencies for further						Autumn 2 and ongoing		



# Springfield Junior School

## School Evaluation and Improvement Plan 2024-2025

investigation/support where appropriate								
7 Clear referral system in place to escalate concerns where appropriate						Autumn 1	Completed	

### 2.2 The school's learning environments contribute to the effective learning of all children across the curriculum

Actions	Accountability			Evidence	Cost	When	Progress	Impact
1. Agree non-negotiables for classroom environments	Led by VW/BG	Monitored JV	Govern or EK	<ul style="list-style-type: none"> <li>All learning environments adhere to the non-negotiables criteria</li> <li>OPAL play areas are carefully designed to result in high quality play and creativity</li> <li>Communal areas are free from clutter</li> <li>Furniture is in good condition and fit for purpose.</li> </ul>		4 <sup>th</sup> June 2024	Checklist agreed – to be shared with staff on 12.6.24	
2. Clear storage areas to make quality resources more accessible						Summer 2024	Completed	Resources on the mezzanine are neatly stored and accessible
3. Develop canopy area to reflect OPAL vision						Autumn 1	Completed	Clear zones for children at lunchtime
4. Reprographic and computing resources are moved from the hall to work areas						Autumn 2		
5. Surplus/broken/damaged furniture is removed or replaced						Autumn 1 and ongoing	Complete	Clearer spaces due to old furniture being removed
6. A rolling refurbishment programme improves communal areas of the school						Autumn 1 and Ongoing	Carpet quotes received New chairs ordered Refurbishment of the reception area	



# Springfield Junior School

## School Evaluation and Improvement Plan 2024-2025

### Pedagogy

**3.1 Staff will confidently and skilfully use adaptive teaching strategies and child-led approaches, to ensure the needs of all children are met and all make good rates of progress from their starting points**

Actions	Accountability			Success Criteria	Cost	When	Progress	Impact
1. Review teaching and learning across the school to ensure all children are in receipt of a high challenge and engaging curriculum and who make good progress from their starting points	Led by BT	Monitored JV	Govern or All	<ul style="list-style-type: none"> <li>• Children, from different starting points, thrive in a high challenge curriculum which prepares them well for the next stage of learning</li> <li>• A mix of adult-led and child-led approaches ensure teaching and learning engages and inspires children, preparing them as life-long learners</li> <li>• All children are confident and resilient learners who recognise their own role in effective learning</li> <li>• Children make good progress from their starting points – knowing more and doing more</li> </ul>	Staff meeting time  Cover costs to release subject leads and teachers for pupil progress meetings  Arbor and Insight subscriptions	Autumn 1	Review completed and areas for development identified. Targets in performance management	
2. Staff continue to embed adaptive strategies and child-led approaches to support and challenge all children across the curriculum						Autumn 1	Staff training on adaptive and child-led approaches. Follow-up to take place in Autumn 2	
3. Learning walks monitor the implementation of adaptive strategies, as well as child-led approaches, and learning behaviour in classrooms						Autumn 1 and ongoing	PM Observations evidenced that strategies are starting to be implemented in all year groups	Areas of strength already developing which have been shared with other staff
4. Year Teams work together during PPA to ensure adaptive strategies are clearly planned for.						Autumn 1 and ongoing		
5. Termly analysis of pupil data						Autumn 2, Spring 2, Summer 2		
6. Pupil voice through pupil book studies						Spring 1 2025		



# Springfield Junior School

## School Evaluation and Improvement Plan 2024-2025

### 3.2 All teaching staff will use accurate formative and summative assessment in writing to inform planning, teaching and learning, ensuring positive progress for all pupils

Actions	Accountability			Success Criteria	Cost	When	Progress	Impact
1. Data collections added to calendar		Monitored JV	Govern or	<ul style="list-style-type: none"> <li>All data is available for analysis by the requested date</li> <li>Staff are confident to track and analyse writing data for their cohorts, planning effective next steps for all children including PP or seeking SEN support as a result</li> <li>Writing subject leader uses moderated data to inform their subject action plan and demonstrates detailed awareness of the performance of all demographic groups inc. PP</li> <li>Books evidence pupil's progress in line with accurate assessment.</li> </ul>	Staff meeting time  Cover costs to release subject leads and teachers for pupil progress meetings  Arbor and Insight subscriptions	Autumn 1	Completed	
2. Review of writing assessments last year in line with books to assess accuracy and consistency within, and across, year groups						Autumn 1	Book look and data review completed	Clear action plan in place to address assessment concerns
3. Staff CPD to ensure all staff are confident to accurately assess writing against CUSP ingredients for success checklists and the key indicators document						As required	Completed	Staff clear about assessment criteria to be used termly
4. Subject leader book scrutinies to ensure assessment is moderated and confirmed.						Spring 1		
5. Subject leader to meet with SLT to analyse data alongside book looks/pupil book study						Termly		



# Springfield Junior School

## School Evaluation and Improvement Plan 2024-2025

### 3.3 All children take pride in their learning and are self-motivated to extend this beyond the classroom

Actions	Accountability			Success Criteria	Cost	When	Progress	Impact
1. Develop non-negotiables for presentation of work in children's books	Led by JV/class teachers	Monitored JV	Govern or	<ul style="list-style-type: none"> <li>Child take pride in their work in their books and are keen to share this with other stakeholders</li> <li>Children's progress is evident through legible, clearly presented work</li> <li>Homework contributes to, as well as consolidates, learning in the classroom</li> <li>Children can see a clear benefit to independent learning which will prepare them well for the next stage of learning</li> </ul>	Staff meeting time	Autumn 2		
2. Use models of good work to share with children and celebrate their achievement towards this, through our Reflection learning behaviour target						Spring 1		
3. Introduce pens for Year 6						Spring 1		
4. Review the Homework Policy to introduce a greater variety of activities to inspire all children						Spring 2		
5. Celebrate homework through whole school events such as Science Fairs and History events						Summer 2		



# Springfield Junior School

## School Evaluation and Improvement Plan 2024-2025

### Governor Monitoring Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Presentations at LGB meetings</b>	<b>SEF and SDP</b>	<b>Attendance</b>	<b>OPAL</b>	<b>SEND/Thrive</b>	<b>EAL</b>	<b>Reading</b>
Vanessa	1.2 EAL Policy and resources	1.3. Maths Action plan and learning walk		1.2. EAL Pupil voice 1.3. Maths Action plan and learning walk		1.3 Maths Action plan and learning walk
Richard		Meeting with Online Safety Lead and ITT Lead Meeting with ECT Lead	Stakeholder voice	Website Review	Stakeholder voice	
Eddie	2.2 Classroom environments	1.1. Reading review	Staff wellbeing	Classroom Environments		2.2 School refurbishment
Sheridan	Pupil premium	Sports Premium	OPAL Review			Sports premium Review Pupil premium strategy review
Victoria	Headteacher's PMR	Meeting with finance Lead	Meeting with finance Lead		Meeting with finance Lead	
Sam	Safeguarding, LAC and Attendance	2.1. Thrive monitoring Review	Safeguarding, LAC and Attendance		SEND Review	Safeguarding, LAC and Attendance
Beth T		Curriculum Overview		Curriculum Overview		Curriculum Overview
<b>ALL/Trust Monitoring</b>	<b>CET SCR Compliance Check CET Safeguarding Deep Dive</b>	<b>3.1 Evidence of adaptive teaching strategies in lessons</b>	<b>3.2 Accuracy and consistency of assessments in writing.</b>	<b>3.1 Evidence of adaptive teaching strategies in lessons</b>		<b>3.1 Evidence of adaptive teaching strategies in lessons</b>