

School Improvement Plan

2019/2020 – Review



SPRINGFIELD
JUNIOR SCHOOL

School Improvement Plan

School: Springfield Junior School

Period: 2019/2020

Key Priorities:

- 1] To ensure that all groups of pupils are supported and challenged to enable them to reach their full potential.
- 2] To develop a consistent whole school approach to the teaching of key reading skills – vocabulary acquisition, reading comprehension and fluency.
- 3a] To continue to develop the Springfield curriculum focusing upon the use of oracy activities to develop pupils articulation and confidence, and equipping pupils with increased ICT skills and knowledge.
- 3b) 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.
- 4] To teach specific emotional intelligence sessions, and support relationship building to enhance recreational times in school.
- 5] To continue to work to improve the attendance of persistent absentees and prevent absenteeism where possible.
- 6] To increase opportunities to work collaboratively to moderate work across year groups and school settings to further develop subject expectations
- 7] To sustain positive partnerships with parents, in order to best support and develop children in reaching their full potential.

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1] To ensure that all groups of pupils are supported and challenged to enable them to reach their full potential.

| | Objective | Success Criteria | Action/Costs | Evaluation and Monitoring | Gov Mon |
|---|--|--|---|---|---------|
| | To ensure that SEN pupils are able to access the curriculum at an appropriate level | <p>One page profiles give accurate information about pupils' needs for teachers, TAs and parents.</p> <p>Each year group has a range of resources/strategies to differentiation lessons to ensure support for all.</p> <p>The reading ability of pupils is considered when selecting class texts/worksheets.</p> <p>Work produced and assessments show that pupils are supported effectively to make progress.</p> | <p>Whole staff training on 2nd PD day – effective provision for SEN pupils.</p> <p>Follow up staff meetings – 2 per term</p> <p>Additional support during PPA sessions – Louise L or Iona RL</p> <p>Teacher/TA time during PPA to discuss SEN pupils</p> <p>Training for TAs – differentiation for SEN and EAL</p> <p>MPTA training to develop pupil independence</p> <p>Pupil Progress meetings to review progress/attainment of SEN pupils</p> <p>Additional support for staff as required.</p> <p>SENCo Award training to be undertaken</p> | <p>Regular review of one page profiles/termly assessments (pupil progress)</p> <p>Termly tracking of a sample of pupils through the course of a day.</p> <p>Book reviews/learning walks across different subjects</p> | |
| <p>Resources for pupils are being further developed. Much of the activity was ongoing throughout the year – revisited throughout each term. SEND activity will continue to be a priority in the next year – especially with another change in personnel</p> | | | | | |
| | Develop level of challenge for Higher attainers across the curriculum | <p>Each year group has a range of resources/strategies to ensure high attainers are challenged.</p> <p>Work produced and assessments demonstrate good progress for these pupils in all areas.</p> | <p>Review staff meeting to discuss techniques developed in 18 – 19 and to bring examples of work from a range of subjects.</p> <p>Pupil Progress meetings to review progress/attainment of high attaining pupils</p> <p>Additional support for staff as required.</p> | <p>Regular review of termly assessments (pupil progress)</p> <p>Termly tracking of a sample of pupils through the course of a day.</p> <p>Book reviews/learning walks across different subjects</p> | |
| <p>Examples from previous year are being deployed – good evidence of challenge from observations. Pupil Progress meetings consider these pupils.</p> | | | | | |
| | To assess EAL pupils accurately and tailor class activities effectively as a result. | <p>EAL assessment grids give accurate information about pupils' needs for teachers, TAs and parents.</p> <p>Each year group has a range of resources/strategies to tailor lessons for EAL pupils.</p> <p>The reading ability of pupils is considered when selecting class texts/worksheets.</p> <p>Work produced and assessments show that pupils are supported effectively to make progress.</p> | <p>Whole staff training on 2nd PD day – effective provision for EAL pupils and follow up meeting for TAs</p> <p>Follow up staff meetings – 1 per term</p> <p>Additional support during PPA sessions – Jackie S</p> <p>Teacher/TA time during PPA to discuss EAL pupils</p> <p>Pupil Progress meetings to review progress/attainment of EAL pupils</p> <p>Additional support for staff as required.</p> | <p>Regular review of EAL assessments and other assessments (pupil progress)</p> <p>Termly tracking of a sample of pupils through the course of a day</p> <p>Book reviews/learning walks across different subjects</p> | |
| <p>Work in this area is ongoing. Opportunity for EAL peer reviews has refocused activity around EAL pupils – the use of word mats and pre-teaching vocabulary and exploring a new assessment system. The introduction of the online Rapid Reading resources has also been incredibly beneficial for some of our EAL pupils. Progress stopped mid year due to the long term absence of the EAL lead.</p> | | | | | |

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2] To develop a consistent whole school approach to the teaching of key reading skills – vocabulary acquisition, reading comprehension and fluency.

| | Objective | Success Criteria | Action/Costs | Evaluation and Monitoring | Gov Mon |
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| | To develop a consistent whole school approach to teaching reading comprehension which develops a wider range of comprehension skills. | All pupils have three 30 minute book talk sessions per week. All sessions support the development of a wide range of comprehension skills. NFER assessments demonstrate increased progress in reading for all groups of pupils. | Whole staff training on 1 st PD day – using book talk and follow up meeting for TAs Follow up staff meetings – 2 per term Training for TAs – Hooked on Books approach Termly planning sessions – 1 staff member per year group PPA meeting discussions to discuss ongoing implementation and impact. | Feedback from staff and pupils Book talk learning walks Analysis of NFER assessment – average progress scores. | |
| <p>The Hooked on Books approach was trialed for one term – teaching staff collectively had reservations about the approach in this format – it didn't teach the range of reading skills explicitly and was difficult to maintain in terms of differentiation. Following a review, the team have developed their own consistent approach combining elements from the Hooked on Books, the Reading VIPERS and a focus upon fluency. This is set out in the Subject Expectations for Reading document. This will continued to be embedded during 2020 – 2021 with data analysis measuring impact.</p> | | | | | |
| | To increase vocabulary understood and used across all year groups. | All pupils have at least one session per week to explicitly develop vocabulary. Pupils demonstrate increased knowledge of vocabulary orally or in writing. | Whole staff training on 1 st PD day – explicit vocabulary sessions. Bank of resources to be developed over the term (shared folder on the staff drive) PPA meeting discussions to discuss ongoing implementation and impact. | Discussions with staff and pupils Vocabulary sessions learning walks Analysis of NFER assessment – average progress scores. | |
| <p>Resources have been shared between year groups and further opportunities to do this are planned for this half term – develop this further during 2020 – 2021 (English action plan)</p> | | | | | |
| | To continue to promotion reading and fluency. | Pupils meet minimum target set for engaged time on a regular basis. Pupils access the school library on a regular basis. Pupils talk positively about books and reading | Competitions to continue to encourage reading and quizzing using the Accelerated Reader system. Increased promotion of the school library through developing role of librarian, monthly newsletter, library sessions and clubs. Increased number of parent volunteers are trained and used across the school. | Analysis of reading ages and engaged time. Discussions with pupils about reading. Monitoring of use of library. | |
| <p>Competitions for reading engagement have continued, along with increased access to the library through lunchtime opening and one afterschool session. AR is used to analyse pupil engagement and discuss reading with individuals. A regular newsletter is sent and librarians meet regularly. Parent volunteers have been trained and are working with a range of year groups. Opportunities to promote enjoyment of reading have increased. An example of this is all year groups voting for their favourite picture books from 3 finalists for a Children's book competition.</p> | | | | | |

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3a) To continue to develop the Springfield curriculum focusing upon the use of oracy activities to develop pupils articulatory and confidence, and equipping pupils with increased ICT skills and knowledge.

| | Objective | Success Criteria | Action/Costs | Evaluation and Monitoring | Gov Mon |
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| | To ensure that skills and knowledge in different subjects are built upon as children move across the key stage. | <p>There is clear progression of skills and vocabulary and sessions are designed to build upon prior learning.</p> <p>Working walls and display techniques are used to build up pupils' learning</p> | <p>CPD Friday sessions used to review foundation subject planning to ensure that they are built upon prior learning and to check skills and knowledge included against NC objectives.</p> <p>Portfolios of prior learning/ assessments to be made accessible for teachers to review before planning.</p> <p>Planning includes opportunities for retrieval practice and vocabulary building to aid understanding of new learning.</p> <p>Progression maps and assessment systems to be reviewed and implemented.</p> | Review of planning/learning walks/work produced and assessments Half termly review of working walls. | |
| <p>Progression grids created and loaded onto the website for use for planning. Not reviewed due to Covid. Amendments will be made during 2020 – 2021 Plans for sessions and focus on retrieval practice and vocabulary building in next SDP</p> | | | | | |
| | To further embed oracy skills across a range of subject areas. | <p>Pupils develop skills in oracy that are progressive through different year groups.</p> <p>Pupils have opportunities to develop oracy beyond lesson times.</p> <p>Celebration assemblies, clubs and special events continue to provide opportunities for pupils to develop and showcase oracy skills to a wider audience.</p> | <p>PD day update of oracy progression grid and expectations. Revision throughout the year and sharing of activities/strategies across the school.</p> <p>Oracy activities planned for the year including debating club and storytelling week.</p> <p>Introduce and review Celebration assemblies – pupils performing and presenting to the whole school and parents.</p> | Oracy lead to monitor oracy displays/activities through learning walks. Pupil questionnaires. | |
| <p>Oracy expectations and activities were quickly embedded. Unfortunately changes due to Covid present the activity resuming again in 2020 – 2021. Alternative opportunities to develop these skills found.</p> | | | | | |

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| | <p>To develop pupils ICT skills and knowledge so that they are able to select the appropriate tool to support other learning.</p> | <p>Pupils have access to ICT resources during a range of subject lessons.</p> <p>Teachers report increased reliability of ICT equipment across the school.</p> <p>Pupils demonstrate increasing skills and knowledge in ICT.</p> | <p>Improvements to hardware to support use in classroom –Autumn 2019 and ongoing</p> <p>Review of skills and knowledge taught in specific sessions and gaps identified for whole class teaching – subject lead</p> <p>Consolidation of ICT skills through cross curricular sessions – Friday CPD session to support planning</p> | <p>ICT investment plan Scrutiny of ICT work produced Feedback from staff and pupils regarding increased use Long term plan for ICT skills and knowledge/cross curricular use.</p> | |
| <p>No success criteria met – ongoing and very high priority for 2020 - 2021</p> | | | | | |

3b) To develop the Springfield curriculum focusing upon the provision of 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 | Success Criteria | Action/Costs | Evaluation and Monitoring | Gov Mon |
|---|---|---|--|--|---------|
| | <p>To provide consistent and high quality visual and performing arts lessons in all years</p> | <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> | <p>Creative Arts team to set out expectations for teaching in the Arts</p> <p>Subject leads to create a long term plan/objectives/trips programme for whole school to map progression and fair access.</p> <p>Resources/information is available via a central hub for Creative Arts. Plans are developed in regular Arts planning sessions with members from each year team.</p> <p>A monitoring system to be developed and implemented</p> <p>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.</p> <p>Increase opportunities for pupils to perform termly through Performance Arts PPA sessions and as result, practise being a respectful audience.</p> <p>Review and develop the range of Arts clubs available and target vulnerable pupils to attend to increase self-esteem and confidence.</p> <p>CALSA Training for subject leads</p> | <p>Review of Arts SDP throughout the year</p> <p>Arts lead to monitor Arts teaching – observations/planning/ evidence of work produced</p> <p>Assessment data</p> <p>Pupil perceptions</p> | |
| <p>Lots established as a result of enthusiastic lead – remains priority for 2020 - 2021</p> | | | | | |

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| | <p>To use Arts and Culture as a vehicle for learning across the curriculum.</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 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>Creative Arts team to set out expectations for teaching through the Arts</p> <p>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.</p> <p>Teacher training needs are identified and sessions delivered with follow up support as required.</p> <p>Resources/information is available via a central hub for Creative Arts. Plans are developed in regular Arts planning sessions with members from each year team.</p> <p>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.</p> <p>Provide a half termly Arts and Culture Clinic for class teachers to access support for embedding the Arts across the curriculum.</p> <p>CA Lead to monitor termly</p> <p>CA Lead to work in partner with CC lead to ensure continuity of vision/direction of curriculum.</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>Lots established as a result of enthusiastic lead – remains priority for 2020 - 2021</p> | | | | | |

4] To teach specific emotional intelligence sessions, and support relationship building to enhance recreational times in school.

| | Objective | Success Criteria | Action/Costs | Evaluation and Monitoring | Gov Mon |
|---|---|--|--|---|---------|
| | To increase enjoyment of, and activities available during recreational times. | <p>Pupils and staff report increased enjoyment of recreational times in school.</p> <p>Frequency of behaviour and friendship issues at break times are reduced.</p> <p>Pupils, staff and parents will feel that they have had input into decisions on the use of recreational areas.</p> | <p>Staff/pupil/parent questionnaire regarding recreational space and breaktimes. Use to inform planning.</p> <p>Involve school council and PTA in planning for change in recreational spaces.</p> <p>Involve staff in change for staff recreational space.</p> <p>Improve staff space to allow for collaborative planning.</p> <p>Plan for necessary fundraising</p> <p>Introduce and change elements as funding allows.</p> | <p>Pupil/staff questionnaires before and after.</p> <p>Less friendship issues observed.</p> | |
| <p>All ground work completed – school council needs to organise the spending of funding. Development of staff space is almost complete.</p> | | | | | |
| | To develop relationships between pupils in different year groups | <p>Friendships between pupils in different year groups are encouraged and well established.</p> <p>Frequency of friendship issues at break times are reduced.</p> | <p>Staff/pupil/parent questionnaire regarding recreational space and breaktimes. Use to inform planning.</p> <p>Involve school council/staff in planning activities across year groups</p> <p>Timetable, plan for, trial and review a range of different activities. Take feedback and fully implement.</p> <p>Repeat questionnaires following changes to review impact</p> | <p>Pupil/staff questionnaires before and after.</p> <p>Less friendship issues observed.</p> | |
| <p>Activity not completed and unable to be established again due to Covid restrictions.</p> | | | | | |

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| | To develop a consistent approach to development of emotional awareness of pupils | Emotional awareness is planned for and explicitly taught across the year groups. Relevant information is passed to teachers and acted upon accordingly. | <p>Staff/pupil/parent questionnaire regarding emotional awareness.</p> <p>SWERL team to explore assessment options, interventions and whole class resources.</p> <p>Trial assessment resource and review</p> <p>Trial intervention – social stories – and measure impact</p> <p>Review for next steps</p> <p>SWERL team to explore options for teaching emotional literacy including tweaking 'Picture News' and 'wellbeing' week</p> | Pupil/staff questionnaires before and after Records of lessons taught/work produced. | |
| <i>This continues to be an area for development.</i> | | | | | |

5] To continue to work to improve the attendance of persistent absentees and prevent absenteeism where possible.

| | Objective | Success Criteria | Action/Costs | Evaluation and Monitoring | Gov Mon |
|---|-------------------------------|---|--|--|---------|
| | To reduce persistent absences | <p>Overall rates of persistent absence reduce over the year.</p> <p>A Clear system of actions is established which ensures that school staff understand their roles.</p> <p>Appropriate agencies are involved as required</p> | <p>Attendance data is reviewed every two weeks by family support worker and referred to SLT as appropriate. Resulting actions to be undertaken promptly.</p> <p>Attendance data for each class is shared with teaching staff, who work with the FSW to encourage pupils and families to improve.</p> | Attendance data is analysed against previous year. | |
| <i>Systems established and working well. No data analysis due to Coronavirus.</i> | | | | | |

6] To increase opportunities to work collaboratively to moderate work across year groups and school settings to further develop subject expectations

| | Objective | Success Criteria | Action/Costs | Evaluation and Monitoring | Gov Mon |
|--|--|---|--|---|---------|
| 6a | To develop clarity in expectations in each subject area across the key stages. | <p>Teachers regularly meet with subject leaders with the same responsibility.</p> <p>Teachers develop increased understanding of expectations in their subject across key stages.</p> | <p>Subject Leaders attend regular meetings across MAT schools to share expectations for planning, assessment and standards of work.</p> <p>Action plans are reviewed and shared</p> <p>Additional school visits are accommodated to further develop subject leader knowledge and expectations.</p> | <p>Teachers feedback from meetings</p> <p>Action planning/implementations in subjects</p> | |
| <i>Only one subject leader meeting – planned Trust activity to continue during 2020 – 2021</i> | | | | | |

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| 6b | Develop a shared understanding of year group expectations across all subjects both within school and across the locality. | Teachers increase knowledge of expected standard in each subject for their year. Teachers use knowledge/ideas from colleagues to improve planning Pupils make increased progress a range of subjects. | Arrange increased opportunities to work with other schools – meeting up with same year group within another school. Cross year group scrutiny sessions planned and implemented in core subjects – what are the actions for each year moving forward? Changes implemented and embedded. | Staff feedback from sessions to SLT Actions for year groups reviewed | |
| This was planned for Spring/Summer – not able to go ahead | | | | | |

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

| | Objective | Success Criteria | Action/Costs | Evaluation and Monitoring | Gov Mon |
|---|---|---|--|---|---------|
| | Parents/carers to better understand the school's curriculum | An increase in the opportunities for parents to visit the school. The website contains more information about year group activities | Celebration assemblies to replace achievement assemblies to enable year groups and clubs to share their learning. Tea afternoons and galleries continue to combine information sharing and an opportunity for pupils to demonstrate their learning. | Parents report better awareness of school activity. | |
| All actions/success criteria achieved but in-school activity halted for now. Focus on other forms of communication. | | | | | |
| | Continue to implement the ParentMail system for school communication and payments | 95% of families receive ParentMail communication from the school. All year groups are able to send letters/forms via Parentmail. 60% of trip payments are made using the online system. | Within first two weeks of term, ensure that families are able to access ParentMail. Offer support opportunities to those that need. Within September, introduce the payment system for trips and promote use throughout the year. | Analysis of ParentMail statistics year on year. | |
| All activity undertaken however, Trust have since implemented Arbor system – reworking to establish use by families | | | | | |