

# School Improvement Plan 2020/2021



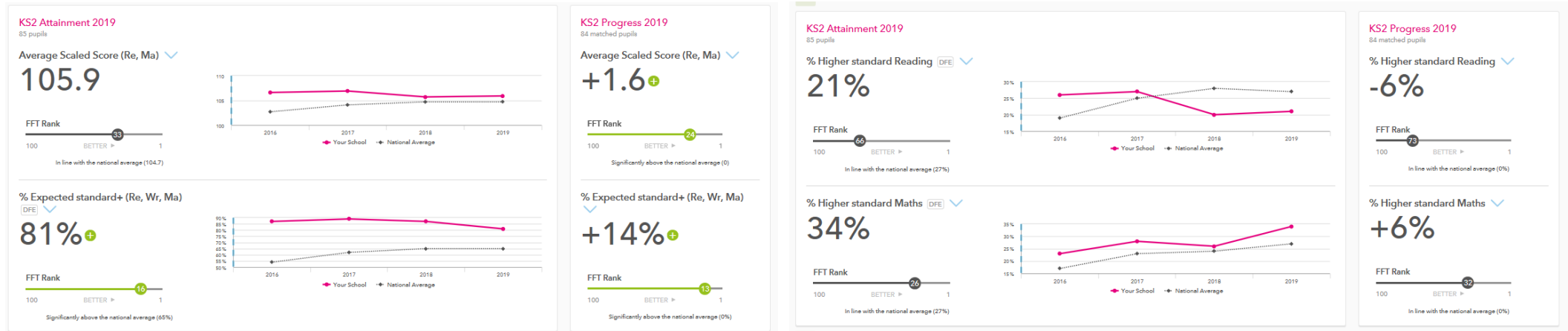
## Introduction

This school development plan incorporates elements of the previous year's plan where action was halted due to the Coronavirus pandemic. These are key targets that will increase access for all pupils' to a first class broad and balanced curriculum. It also builds in key targets that will support staff to adapt to the rapidly changing expectations of the school; to respond to the needs of pupils after a prolonged period of absence and fully prepare the school for the possible scenarios of the next academic year. In addition, it reflects the skills and knowledge of the new senior leadership team as they strive to build upon the legacy of the previous head teacher.

## Context

Number of pupils on roll	348	Number of pupils eligible for pupil premium	79	Number of pupils with EHCP	10	Percentage of EAL pupils	19.5%
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## Previous Data Headlines:



# Springfield Junior School

## KS2 higher and lower performing pupil groups 2019

Minimum group size: 5

	Higher performing	Lower performing
<b>Overall achievement</b> <small>pupil progress</small>	Lower attainers (9) ● Any Other (6) ● First language not English (10) ●	
<b>KS2 reading achievement</b> <small>pupil progress</small>	Lower attainers (9) ● Any Other (6) SEN Support (5)	Black African (5) Autumn Term (29) Higher attainers (30)
<b>KS2 writing achievement</b> <small>pupil progress</small>	First language not English (10) ● Joined in Y5 or Y6 (5) Any Other (6)	SEN Support (5) FSM (ever) (22) FSM (in last 6 years) (22)
<b>KS2 mathematics achievement</b> <small>pupil progress</small>	Lower attainers (9) ● Joined in Y5 or Y6 (5) ● First language not English (10) ●	SEN Support (5) Black African (5)
<b>KS2 grammar, punctuation &amp; spelling achievement</b> <small>pupil progress</small>	Any Other (6) ● First language not English (10) ● Lower attainers (9) ●	

**School Improvement Plan**

**Period: 2020/2021**

**Key Priorities:**

- 1) To further develop teaching pedagogy and subject knowledge to ensure that progress can be maximised for all groups of pupils.**
- 2) To develop an interim curriculum to aid pupil's return to school following a prolonged period of absence.**
- 3) To continue to develop the Springfield curriculum focusing upon equipping pupils with increased ICT skills and knowledge.**
- 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.**
- 5) To develop effective support for pupil's mental health and wellbeing**
- 6) To sustain positive partnerships with parents, in order to best support and develop children in reaching their full potential.**
- 7) To encourage all pupils to show acceptance, respect and kindness to others.**

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## 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	Timelines	Budget/resources required	Monitoring Activity/ Gov Visits	Success Criteria
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"> <li>- Each year group to produce a document of missed topics/content for the next group in September. (Year leads)</li> <li>- Increased information from Yr 2 staff to inform planning. (PW)</li> <li>- 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)</li> <li>- Regular opportunities to revisit these grids and discuss – frequent annotating in PPA/planning meetings. (BT)</li> </ul>	Summer 2020  1 <sup>st</sup> September  Aut/Spr	Folder of progression grids  PD day allocation  Staff meeting time	Year Lead meetings  Pupil Perceptions  Assessment data for all subjects	Staff can talk confidently about the curriculum from the previous year  Planning for all years is adapted so that learning gaps are closed before new learning is introduced.  Pupils are challenged effectively and progress securely as a result.
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"> <li>- Develop consistency in approach to all assessment in Autumn 1<sup>st</sup>. (LE)</li> <li>- Staff meeting to share AFL activities used and trial a range within lessons – revisit and develop. Key research used to develop further. (BT)</li> <li>- Increased pupil progress meetings during Autumn/Spring term to review planning and activities linked to regular AFL. (SLT + Year leads)</li> <li>- Introduce new tracking system which gives better information regarding objectives met and learning gaps. (LE)</li> <li>- Introduce and review regularly interventions for those who need it – in Reading , Writing and Maths (LE/IRL/Year Leads)</li> <li>- Review and develop activities designed to stretch higher attainers in core subjects initially (particularly Reading) and then all curriculum areas.</li> </ul>	Aut 2020  Aut/Spr  2 <sup>nd</sup> September   Throughout the year	AFL books (developing CPD) Staff Release purchase new tracking system (£350) PD day allocation	Subject Lead monitoring of Assessment data  SEN/ differentiation learning walk  Book looks	Increased range of AFL activities to effectively identify next learning steps.  Consistent assessment system records pupil progress clearly.  Pupils access all learning through differentiated activities.
To sequence, design and structure sessions that support pupils to retain knowledge and develop effective schemas.	<ul style="list-style-type: none"> <li>- BT to review research and create crib sheets for staff CPD</li> <li>- Monthly staff meetings to explore research around retention of knowledge and building explicit links. Followed up with classroom trials and feedback.</li> <li>- Cross year group working group to review lesson design and sequencing.</li> <li>- PPA sessions for feeding back and review.</li> </ul>	Throughout the year	BT Release Time Access to Research docs Staff meeting times  Staff release – half termly	Teacher Questionnaire  Assessments  Pupil Perceptions  Book looks	Staff can explain ways that pupils learn best and how planning has been adapted as a result.  Pupils demonstrate retention of knowledge in all subject areas.

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

Objective (Overseen by LE)	Action	Timelines	Budget/resources required	Monitoring Activity/ Gov Visits	Success Criteria
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"> <li>- Interim curriculum document created in conjunction with subject leaders and government guideline/additional useful docs. (LE)</li> <li>- Curriculum reviewed regularly during Autumn term and adjust as necessary. (Year Leads)</li> <li>- Reading practices are developed quickly and activity from last</li> <li>- Staff are supported to pitch planning appropriately and differentiate. (Subject Leaders)</li> </ul>	Summer 2020  Autumn 2020  Throughout the year.	Staff meeting time Subject Leader budget for resources where required. Subject Leader release time.	Gov review of new curriculum doc  Review of planning folders – Year Leads with SLT)	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"> <li>- Videos to aid all transitions are created and available on the website.</li> <li>- All pupils that would like to opportunity to return for 2 days are able to do so. (LE/ All staff)</li> <li>- Health and safety plans are shared with all stakeholders to relay anxieties. (LE)</li> <li>- Meetings with parents/pupils with anxieties are undertaken; plans in place where necessary to aid return (LE/DR)</li> <li>- Yr 3 staff to visit Yr 2 pupils at the infant school/ increased contact with Yr 2 staff. (Yr 3 Team)</li> <li>- Transition afternoon on 2<sup>nd</sup> Sept for new Year 3 pupils only (Yr 3 team)</li> <li>- Fortnightly review of attendance data to identify families for early intervention (LE/DR)</li> </ul>	July 2020  July/Sept 2020 July 2020  Sept 2020  All year	website costs    Staff release  LE/DR – meeting time	Attendance figures  Parental feedback  Review of plans for individuals	The majority of pupils return successfully to school in September.  Reluctant returners are supported to increase attendance throughout the Autumn term through targeted action to ease anxiety.  Attendance figures are carefully analysed and families supported as a result – reduction of persistent absentees through the year.
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"> <li>- Google Classroom set up for all pupils and staff. (LE)</li> <li>- Taskforce established to develop approach to be shared with pupils, parents and staff to meet and review regularly. (SR)</li> <li>- Staff training on creating webinars – filming teaching explanations.</li> <li>- Update website to house home learning resources (SR)</li> </ul>	Sept 2020  Autumn 2020  Ongoing	£1500 – Gov funded Staff release  Training costs SR release time	Range of perceptions  Measurement of Pupil engagement and communication	Pupils, parents and staff understand the blended learning programme available. Pupils engage in blended learning activities. Staff report a manageable workload during school closures.

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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	Timelines	Budget/resources required	Monitoring Activity/ Gov Visits	Success Criteria
To invest in new hardware and software to increase pupil access to computing sessions and resources.	<ul style="list-style-type: none"> <li>- 15 new laptops sourced and ordered (Ross) Prepared for school use</li> <li>- Current hardware reviewed and catalogued (LH)</li> <li>- Lynx software added to staff laptops (Ross) Initial training and follow up sessions to develop staff confidence.</li> <li>- Identification of new wave of investment (SR)</li> <li>- New hardware ordered as funding allows.</li> </ul>	<p>Summer 2020</p> <p>Sep 2020</p> <p>Spring 2020</p>	<p>Funding in budget – up to £7500</p> <p>ICT tech/teacher time</p> <p>SR release</p>	<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.</p>
To increase the range of skills that pupils are able to develop in computing.	<ul style="list-style-type: none"> <li>- Teacher questionnaire to establish training needs – Teachers and TAs (SR)</li> <li>- Training sessions planned and delivered with follow up sessions planned to team teach in the classroom with pupils (SR)</li> <li>- Review ICT progression document to ensure</li> </ul>	<p>Autumn 2020</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>
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"> <li>- Year groups supported to identify ICT links to enhance learning.(SR/LH)</li> <li>- Plan adapted to include ICT activities, trialed and reviewed altogether. (All staff)</li> <li>- Clicker training and review of other ICT resources to support SEND to access the full curriculum.</li> </ul>	<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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### 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	Timelines	Budget/resources required	Monitoring Activity/ Gov Visits	Success Criteria
To provide consistent and high quality visual and performing arts lessons in all years	<ul style="list-style-type: none"> <li>- Subject leads to review long term plan/objectives/trips programme for whole school to map progression and fair access. (BT/PW/KM/JH)</li> <li>- Resources/information is available via a central hub for Creative Arts. (BT)</li> <li>- Plans are developed in regular Arts planning sessions with members from each year team. (BT and year rep)</li> <li>- 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)</li> <li>- 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)</li> <li>- Review and develop the range of Arts clubs available and target vulnerable pupils to attend to increase self-esteem and confidence. (BT)</li> <li>- CALSA Training for subject leads (BT)</li> </ul>	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.
To use Arts and Culture as a vehicle for learning across the curriculum.	<ul style="list-style-type: none"> <li>- 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)</li> <li>- Teacher training needs are identified and sessions delivered with follow up support as required. (BT)</li> <li>- 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)</li> <li>- Provide a half termly Arts and Culture Clinic for class teachers to access support for embedding the Arts across the curriculum. (BT)</li> <li>- CA Lead to work in partner with CC lead to ensure continuity of vision/direction of curriculum. (BT)</li> </ul>	Throughout the year  Spring 2021  Autumn 2020  Throughout the year  Aut 2020	Staff release time  BT – questionnaire analysis and monitoring  Staff meeting time  Cost of CALSA	Review of Arts SDP throughout the year Arts lead to monitor Arts integrated into class teaching – observations/planning/ evidence of work produced/display Assessment data Pupil perceptions	Pupils experience arts activities as a way of learning in a range of different subject areas.  Teachers show increased confidence in embedding arts activities into different subject underpinned by clear understanding of progress and expectations.  The Arts Curriculum across the school is valued by all staff and visible to stakeholders.

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

Objective (Overseen by LE)	Action	Timelines	Budget/resources required	Monitoring Activity/ Gov Visits	Success Criteria
To increase access to regular, high quality PSHE sessions for all pupils.	<ul style="list-style-type: none"> <li>- Purchase Jigsaw scheme for all year groups (LE)</li> <li>- PD day session introduction to the scheme and planning time. (BG)</li> <li>- Subject leader visit to schools with established Jigsaw scheme (BG)</li> <li>- Review and develop sessions (BG)</li> </ul>	<p>Sept 2020</p> <p>Autumn 2020 Throughout year</p>	<p>£1600</p> <p>PD day time</p> <p>Subject Lead Release</p> <p>Staff meeting time</p>	<p>Subject Leader monitoring – Learning walks/books/assessment.</p>	<p>Pupils' assessment and work demonstrate improvement in the quality of PSHE sessions.</p>
To introduce half-termly wellbeing sessions for all pupils.	<ul style="list-style-type: none"> <li>- Wellbeing sessions planned and designed and shared with teachers – half termly (BG)</li> <li>- Training for TAs around delivery of the sessions. (BG)</li> <li>- Organise any visitors required to enhance sessions. (BG/LE)</li> <li>- Develop further following staff/pupil feedback. (BG)</li> </ul>	<p>October 2020 – every half term</p> <p>Throughout the year</p>	<p>PD day time</p> <p>TA meeting time</p> <p>Subject lead release</p>	<p>Pupil perceptions</p>	<p>Pupils report benefits of wellbeing sessions.</p>
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"> <li>- Share Thrive principles and useful techniques with all staff. (LE/KW)</li> <li>- Assess groups/pupils and create action plans for development. (LE/KW)</li> <li>- Create a group of staff delivering Thrive activities – regular meetings to discuss techniques/progress. (KW/LE)</li> </ul>	<p>Autumn 2020</p> <p>October 2020</p> <p>Throughout the year</p>	<p>TA/Staff meeting time</p> <p>release time</p> <p>regular meeting slot for TAs involved.</p>	<p>Behaviour logs</p> <p>Thrive assessments</p>	<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"> <li>- Introduction to Mental health training for all staff members to recognize signs and react appropriately. Activities to support individuals, groups or classes (LE)</li> <li>- Enhanced mental health training for Family Support Worker and awareness of support available to families. (LE)</li> <li>- Signpost parents to useful information via website. (SR/DR)</li> </ul>	<p>Autumn 2020</p>	<p>Meeting time</p> <p>FSW 2 day release/course cost</p> <p>SR release time</p>	<p>Staff questionnaire</p>	<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"> <li>- School council to design the role of a playtime buddy from input from classes. (LL)</li> <li>- Members of the council to interview and appoint. Training of buddies (LL/SR)</li> <li>- Regular meetings of the buddy group to discuss success and areas to develop. (SR)</li> </ul>	<p>Nov 2020 onwards</p>	<p>School Council Meetings</p> <p>Staff release for training buddies</p>	<p>Pupil perceptions</p> <p>Playground log</p>	<p>Pupils are better supported to experience successful breaktimes.</p> <p>Playground buddies undertake their roles confidently.</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	Timelines	Budget/resources required	Monitoring Activity/ Gov Visits	Success Criteria
To continue to embed effective communication channels with parents through Arbor	<ul style="list-style-type: none"> <li>- Seek parental views on current communication practices.</li> <li>- Create a communications plan to implement new channels gradually over the course of the year.</li> <li>- Offer Arbor clinics to support parents to use and download the app</li> </ul>	Autumn 2020  Spring 2020	Ongoing Arbor cost in budget	Arbor statistics	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"> <li>- Seek parental views on current communication practices.</li> <li>- Regularly update website and signpost parents to new content.</li> </ul>	Autumn 2020  Throughout year	SR release time  website costs	Parental questionnaire	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"> <li>- Train staff on the use of blogging and explore examples from other schools.</li> <li>- Introduce in Yr 6 through lunchtime club and gradually widen to other year groups</li> <li>- Create expectation of entries for throughout the year.</li> </ul>	Spring 2020 onwards	staff meeting time  SR release	Evidence on website	Pupils from a range of year groups have the opportunity to publish a blog online.

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

Objective (Overseen by LE/BT)	Action	Timelines	Budget/resources required	Monitoring Activity/ Gov Visits	Success Criteria
To increase opportunities throughout the year to celebrate the diversity within our local area.	<ul style="list-style-type: none"> <li>- 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)</li> <li>- Organise resources and visitors to support this calendar (All staff)</li> </ul>	Autumn 2020  Throughout the year	PSHE/RE budget used to purchase resources	pupil/ staff perceptions	Pupils/ staff recognize increased variation in diversity celebrated
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"> <li>- Support for planning for EAL pupils to ensure fair access to the whole curriculum. (JS)</li> <li>- Support for pupils to make accelerated progress in English and Maths.(JS/ Year leads)</li> <li>- Language of the Month introduced into every classroom (BT)</li> </ul>	Throughout the year  half termly	JS to work with PPA sessions  Year lead meetings  Staff meeting time	assessment data/ book looks  pupil perceptions	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"> <li>- 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)</li> <li>- Review History curriculum to ensure links to other cultures and backgrounds are fully explored. (VW)</li> <li>- Gradually repeat activity for different subject areas. (Subject leads)</li> </ul>	Autumn 2020  October 2020  Spring/ Summer 2020	Subject leader release  CPD time	pupil perceptions  reviewed curriculum planning	All pupils feel a valued part of the school community.  Staff feel that the curriculum is beginning to represent the full school population.
To explore and develop skills and characteristics which promote teamwork and friendship	<ul style="list-style-type: none"> <li>- 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)</li> <li>- Clearly link house points to developing good character traits – teamwork, empathy, support, acceptance through Assemblies and Displays (SR)</li> <li>- Develop the role of House Leaders as a way to support and encourage others across the school. (SR/EP)</li> </ul>	Nov 2020  Autumn 2020  Nov 2020	Release time to plan  Assembly time – possible resources required  Release time to plan.	Pupil perceptions  Learning walks – espec during breaks	Pupils can explain the values that the school is developing.  House teams support pupils to feel like they belong and encourage them to develop good character traits.