



School Improvement Plan 2022/2023 – April 2023 update

Introduction

This school development plan incorporates elements of the previous year's plan in order to further embed changes, as well as introduce new initiatives based upon the school's curriculum drivers, and identified needs and resulting research into best practice. It also reflects recent changes to the SLT, Subject Leadership, and the inclusion of 3 ECTs for 2022/2023.

Context

Number of pupils on roll	344	Number of pupils eligible for pupil premium	96	Number of pupils with EHCP	5	Percentage of EAL pupils	17.4%
--------------------------	-----	---	----	----------------------------	---	--------------------------	-------

Current Data Picture (July 2022)

Data from Arbor	Reading EXS+		Reading GD		Writing EXS+		Writing GD		Maths EXS+		Maths GD		Multiplication Table Check (25) 20 or more
	Aut	Sum	Aut	Sum	Aut	Sum	Aut	Sum	Aut	Sum	Aut	Sum	
Yr 3	48.8%	74.7%	15.5%	26.4%	53.6%	60.9%	7.1%	8%	66.7%	72.4%	10.7%	17.2%	-
Yr 4	64.4%	81.6%	12.6%	27.6%	64.4%	67.8%	11.5%	21.8%	63.2%	88.5%	21.8%	33.3%	52%
Yr 5	73.3%	81.7%	24.4%	32.6%	51.2%	68.6%	8.1%	14%	69.8%	82.6%	22.1%	27.9%	-

Measure	School 2022	Difference to National
Reading EXS	90.2%	+16.2%
Reading GD	35%	-
Writing EXS	75.6%	+6.6%
Writing GD	9.8%	-
Maths EXS	86.6%	+15.6%
Maths GD	30%	-
Combined EXS	70.7%	+11.7%
Combined GD	7.3%	-

Year 6 SATs

School Improvement Plan

Period: 2022/2023

Key Priorities:

Quality of Education

- 1) To introduce a range of strategies to develop phonological knowledge, develop comprehension skills and instill a thirst for reading.
- 2) To employ a range of strategies to improve writing across all year groups and abilities, closing gaps that have occurred during Covid absences.
- 3) To develop pupil's knowledge of key number facts, and embed other strategies for ensuring progress in mathematics for all pupils.
- 4) To provide breadth within the curriculum and use Arts and Culture as a vehicle for learning.
- 5) To continue to refine the curriculum, planning, teaching methods and assessments so that it incorporates the science of learning.

Behaviour and Attitudes

- 6) To ensure all stakeholders are familiar with the rights respecting curriculum through a range of activities and use these to support developing respect for others.
- 7) To promote successful breaks and lunches for all and support friendship building, social skills and positive interactions within and between year groups.

Personal Development

- 8) To continue to develop effective support for staff and pupils' mental health and wellbeing, including offering a range of extra-curricular activities

Leadership and Management

- 9) To support staff that are new to teaching or new to the role to ensure they can effectively develop their expertise and confidence.

Springfield Junior School

Quality of Education

1) To introduce a range of strategies to develop phonological knowledge, develop comprehension skills and instill a thirst for reading.

Red indicates changes to the activity planned

Highlights in Green indicates activities that have been completed

Objective	Action	Timelines/ Responsibility	Budget/resources required	Monitoring Activity	Success Criteria
1a) To ensure that pupils have a sound grasp of phonological knowledge and can apply this when reading.	<ul style="list-style-type: none"> - Introduce 'Little Wandle' Catch Up Programme to key staff members via online training. Give brief overview to all other staff. - Identify pupils for these phonic intervention sessions through fluency tasks then placement assessment. Encourage staff teaching intervention groups to meet regularly to compare session notes and pupil progress, and to ensure consistency of approach. - Reading Leader to observe sessions and work with staff to support growing expertise and maximising impact. - Review pupil progress regularly to monitor progress (4 weekly) - All staff to be trained to implement CUSP spelling resources. Continue baseline assessment and identify units to be taught. Review regularly to ensure consistency and impact. - Spelling shed homework to continue to be used to support pupils to learn statutory words for each year group – no longer in use! 	<p>Sept 2022</p> <p>PD day Sept 22</p> <p>Throughout Aut term</p> <p>J Hardy and L Lynch</p>	<p>Little Wandle training/website Related reading books Meeting time for key staff</p> <p>Spelling Shed subscription Staff meeting time</p>	<p>Staff feedback Assessments detailing progress Session observations</p> <p>Spelling assessments Book looks Session drop ins</p>	<p>The spelling data and Reading age for all pupils increases over the course of the year.</p> <p>Identified pupils make increased progress in phonics as a result of the 'Little Wandle' intervention.</p>
1b) To identify and implement a new reading spine so that pupils have equal access to a range of literature. To review content grids to ensure the teachers are teaching year group content progressively	<ul style="list-style-type: none"> - English Leads to work with Year Group Leaders to identify new reading spine for whole class books – focus on retrieval and spaced learning, exploring diversity and addressing key themes. This has since been updated with the CUSP Reading Spine – staff will become familiar with each new book over time. - Revision with staff of the expectations of demonstration reading – staff to further understand fluency and prosody and how to teach these. (One staff meeting undertaken; further sessions required) - Review range of reading extracts used for Guided Reading, and as stimulus for writing. Consider links to prior learning. The implementation of CUSP resources provide a range of genres and extract types mapped out for each year group. - Year groups to trial and feedback to English Leads the success of each CUSP text. Checks in PPA sessions to ensure class are keeping up with progress through the book. - English Leads to review curriculum content grid and long-term plan through exploration of available examples from other schools/companies and incorporating explicit vocabulary instruction into the Reading Curriculum. Introduce CUSP Reading to staff and give time to explore and implement. Review during the year taking feedback from colleagues. Additional review during Summer term. 	<p>Summer 2022</p> <p>Summer 2022</p> <p>Throughout the Year</p> <p>Autumn 2022</p> <p>J Hardy and L Lynch</p>	<p>Subject Lead release time</p> <p>Purchase of new books/kindle versions</p> <p>PPA/Staff Meetings</p> <p>Release time/meeting time/ PPA allocation</p>	<p>Staff and pupil perceptions</p> <p>Planning for reading sessions</p>	<p>Pupils can discuss books from demonstration reading and give details about the content, expressing their views. Teachers plan reading sessions that pinpoint reading skills development and are progressive through the school.</p>
1c) To continue to develop non-fiction section of the library, and to source books to	<ul style="list-style-type: none"> - Purchase new books for the non-fiction section of the library – class suggestions selected by school councillors with trip to book shop. - Introduce each class to the new section in the library. Staff to be briefed on any changes - Librarians introduced to promote reading. 	<p>Summer 2022</p>	<p>Library lead/TA time for library activity Meetings time Library time allocated Book costs</p>	<p>Pupil perceptions</p> <p>Analysis of borrowing history</p>	<p>Pupils demonstrate positive views about the school library.</p>

Springfield Junior School

reflect diversity to ensure that pupils have access to a wider range of fiction and non-fiction books	<ul style="list-style-type: none"> - Task force created to select books over the year that reflect diversity in the school community and beyond, as well as further develop non-fiction sections - Subject Leader to explore ways that teachers can support the selection of independent reading material so that selections are diverse. - Regular staff training or updates to support teacher knowledge of children's literature. 	Throughout the year J Hardy, L Lynch and M Hardy	Staff release		Pupils are borrowing new books and figures show increase in borrowing for a large number of pupils.
1d) To introduce diagnosis tools to assess lower attaining pupils so that interventions are specifically matched. To introduce fluency intervention groups to support reading development.	<ul style="list-style-type: none"> - Reading Pathway introduced to staff to give clarity to the provision for lowest 20% readers and the interventions available to support. - Use a range of assessment tools to build up an accurate picture of pupil needs. Introduce a Teacher Assessment grid to support identification of areas for development. YARC assessment also introduced to staff and training to deliver undertaken. Identify pupils for assessment and generate reports for each. - Relevant staff are trained to support the different aspects of the pathway. - Review pathway regularly to ensure best possible provision. - Train 3 staff members to undertake Herts for Learning fluency project - 2 groups running initially in Years 5 and 6. Implement and monitor progress – pre and post assessments. - If impact demonstrated, roll out to further groups within year groups and extend to other years, disseminating to all staff. 	Autumn 2022 Autumn 2022 Throughout year Autumn 2022 Spring 2022 J Hardy, L Lynch and B Gaffer	Staff meeting Assessment costs Training time Assessment time Project costs Release time In school training	YARC assessments in place Reading data analysis Staff/pupil feedback.	Staff understand how lowest readers are assessed, and support to make rapid progress. Lowest 20% readers make good progress throughout the year. Project data demonstrates impact for all pupils involved.
<i>Governor activity:</i>	<i>Updates through Headteacher reports on a termly basis including reading assessment data</i> <i>Progress updates through Chair/Heads meetings</i> <i>Subject Leader meeting – Leaders to talk through ongoing changes and activity</i> <i>Key Focus during one of the monitoring mornings - observation of sessions/staff and pupil perceptions</i>				

Quality of Education

2) To employ a range of strategies to improve writing across all year groups and abilities, closing gaps that have occurred during Covid absences.

Objective	Action	Timelines/Responsibility	Budget/resources required	Monitoring Activity	Success Criteria
2a) To ensure that all pupils develop their handwriting and these skills are applied to work in all areas.	<ul style="list-style-type: none"> - All classes in Year 3,4,5 have handwriting timetabled 3 times a week (Year 6 twice) - JH to show all teachers the resources on PD Day - packs given out - Teachers to reinforce skills in all lessons - monitoring by SLT/Eng Leads - High expectations in all books across the curriculum. Staff to decide consistent expectations. - Provision for some children adapted in line with their SEND passports. - Identify any pupils for additional handwriting sessions and revisit/reaffirm expectations throughout the year. 	Autumn 2022 Extended where necessary for classes/groups/in individuals J Hardy and L Lynch	English Lead time PD day time Monitoring time	Drop into handwriting sessions Book look focused on Presentation	Handwriting will be of a higher quality in all children's books in comparison to 21/22 Children will have increased pride in their work. Consistent approach across the school.
2b) To increase pupils' vocabulary knowledge	<ul style="list-style-type: none"> - PD day review of vocabulary project and next steps. 	Autumn 1st Autumn 2nd	Meeting time	Pupil questioning Classroom displays	Pupils are increasingly able to explain words they have learnt, the parts of the words and their meanings.

Springfield Junior School

including root words, suffixes and prefixes.	<ul style="list-style-type: none"> - Year teams to review science planning and find the words that unlock the learning - adapt science whiteboards to learn the words and review. Explore other opportunities to recap on the learning so that these words and their origins are retained. - Use CUSP resources to strategically map vocabulary and develop the Explicit Vocabulary Instruction for key vocabulary within Science, History, Geography, Art and DT. - Each subject leader for non- CUSP subjects to review and update the key vocabulary and where EVI is planned. Adapt the CUSP resources to support resourcing so that pupils are using familiar strategies and activities. - Revisit EVI training with staff and plan further opportunities to develop teachers' subject knowledge of etymology and morphology. - All teachers to support pupils to develop vocabulary attack strategies through increased use of EVI, and regular reference when faced with unfamiliar words. - SLT and PSHE lead to explore opportunities for language of emotion. Collective decisions made about activities to implement and feedback given. 	<p>Spring 1st</p> <p>Spring 2nd</p> <p>Spring 1st</p> <p>Summer 1st</p> <p>All subject leaders</p>	<p>Subject leader time</p> <p>PPA sessions</p>	<p>staff perceptions</p>	<p>Staff have increased knowledge of etymology and morphology, and are confident with explicit vocabulary instruction.</p>
2c) To continue to develop the writing process in particular the editing sessions so that pupils become familiar with these tasks.	<ul style="list-style-type: none"> -Subject expectations shared with staff during PD day. - Year groups to review changes in long term plan, - CUSP planning and resources to be introduced ensure range of genres and grammatical elements taught are progressive through the key stage including poetry depth studies. - Plan editing sessions to include 'I do, we do, you do.' activities to develop key skills and growing independence. - Opportunities to share examples of successes/offer support in staff meetings planned through the year. – ongoing 	<p>Autumn 2022</p> <p>Throughout the year</p> <p>J Hardy and L Lynch</p>	<p>Meeting time</p>	<p>Book study</p> <p>Observations</p> <p>Class displays</p> <p>Writing data</p>	<p>Pupils across all year groups make increased progress in writing.</p> <p>Pupils have increased knowledge of genres.</p> <p>Pupils can explain how they have improved their work.</p>
2d) To introduce a new assessment system for writing so teachers are better able to identify next steps for pupils.	<ul style="list-style-type: none"> - English leads to review a range of assessments and decide upon the best option for Springfield. - Introduce new assessment system to staff in staff meeting. - Staff to explore further in PPA session and collaboratively use to assess 3 pieces each to ensure consistency. - staff meeting to moderate by end of Autumn term. English leads to support anyone that needs coaching to ensure correct use - Staff to explain to pupils how the assessment works, and reviews this as a lesson altogether. - Take feedback from staff and tweak if necessary, with further cross school moderation activity throughout the year. 	<p>October 22</p> <p>Nov 22</p> <p>Dec 22</p> <p>J Hardy and L Lynch</p>	<p>English Leads Release</p> <p>Purchase costs - assessment</p> <p>Staff meeting and PPA time</p> <p>Release for feedback time.</p>	<p>Writing data</p> <p>Feedback from staff/pupils</p>	<p>Teachers feel that the assessment system more accurately reports pupils 'strengths and weaknesses</p> <p>Pupils better understand their areas for development and their next learning steps.</p>
2e) To ensure that challenges are provided for GD pupils during all sessions	<ul style="list-style-type: none"> - Staff meeting to explore the range of challenges provided for GD writers/ organisation for access to additional teacher input. - Reviewed regularly as part of PPA sessions – challenges set for these writers. - Follow up staff session later in term - sharing successes/asking advice. - Identifying pupils with potential for GD writing - plan next steps for development over a longer period, including specific group days/clubs 	<p>Spring 22</p> <p>J Hardy and L Lynch</p>	<p>Staff meeting time</p> <p>PPA time</p> <p>PD resources for this theme</p>	<p>Staff feedback</p> <p>Book studies</p> <p>GD assessment data</p>	<p>Increased number of pupils attaining GD in Writing.</p> <p>Teachers report increased knowledge of ways to challenge GD learners, and recognition of skills required to achieve this.</p>
Governor activity:	<p>Updates through Headteacher reports on a termly basis including writing assessment data</p> <p>Progress updates through Chair/Heads meetings</p> <p>Subject Leader meeting – Leaders to talk through ongoing changes and activity</p> <p>Key Focus during one of the monitoring mornings - observation of sessions/staff and pupil perceptions</p>				

Springfield Junior School

Quality of Education

3) To develop pupil's knowledge of key number facts, and embed other strategies for ensuring progress in mathematics for all pupils

Objective	Action	Timelines/ Responsibility	Budget/resources required	Monitoring Activity	Success Criteria
3a) To develop fluency skills in addition and subtraction number facts	<ul style="list-style-type: none"> - Introduce number sense maths (currently used successfully by Springfield Infants) in Year 3 and 4 as a class programme for daily fluency practice. - Use number sense maths as an intervention later in Year 4, 5 and 6 to support children whose fluency is not embedded - Train year 3 and 4 teachers and TAs - Train Year 5 and 6 teachers and TAs - Embed the use of the counting stick for teaching times tables by following the amended times table programme (Year 3 and 4 after number sense) - Ensure success with teaching using the counting stick is embedded by regular in school practice on TTRS and homework tasks completed too. - Ensure pupils are motivated to participate in TTRS activities (Year group launches, celebrations) - Teachers regularly monitor children's achievement on TTRS and identify struggling learners and implement support where required - Teachers share successes with pupils and involve them in their own progress using the TTRS heat map 	September Spring/Summer Autumn Spring Autumn/Spring Spring Autumn/Spring/Summer Throughout year Throughout year H Millson and D Booty	Subscription to Number sense maths Time for training Time for monitoring	Child conferencing assessments Staff survey Learning walk TTRS data TTRS data	Children will be secure in their addition and subtraction number facts (assessed through conferencing and summative assessments) Year 4 children will be well prepared for the MTC MTC results will improve on 2021/22
3b) To embed and review the staged lesson structure and times tables	<ul style="list-style-type: none"> - Train new staff and those moving year groups on the staged lesson structure - Review and develop the use of manipulatives within lessons for all pupils through staff meeting time and timetabled PPA discussions. - Revisit resources used and ensure staff are using resources appropriately to cover the curriculum (NCTEM prioritization document and SJS progression document should be key documents used in planning) - Staff training to develop the staged structure in line with teaching for mastery and the 5 areas of mastery 	Autumn Ongoing Autumn/ Spring Ongoing H Millson and D Booty	Staff training time Purchase of manipulatives	Once termly learning walk with focus on structure Staff voice Pupil Voice	Staff confidence in planning and teaching using this structure will increase Pupil's confidence will improve. Data will follow a positive trend year on year
3c) To develop the schools approach to mastery teaching	<ul style="list-style-type: none"> - HM and DB to engage with Angles maths hub 'Mastery Development' programme - Learn from Maths PD leads through work groups and supportive visits - Review and implement small step changes where required, in line with current lesson structure 	Throughout 2021-22 H Millson and D Booty	Release for training for HM and DB Receive funding of £1000 for participation.		New maths lead will feel more confident in supporting teachers and support staff in their teaching and planning Maths curriculum will continue to embed mastery approaches resulting in positive results and attitudes towards maths
Governor activity:	Updates through Headteacher reports on a termly basis including maths assessment data Progress updates through Chair/Heads meetings				

Springfield Junior School

*Subject Leader meeting – Leaders to talk through ongoing changes and activity
Key Focus during one of the monitoring mornings - observation of sessions/staff and pupil perceptions*

4) To provide breadth within the curriculum and use Arts and Culture as a vehicle for learning across the curriculum.

Objective	Action	Timelines/ Responsibility	Budget/resources required	Monitoring Activity	Success Criteria
4a) To increase pupils' access to Arts and Culture both within and beyond the school environment.	<p>-Plan and launch new termly club scheme with teachers and establish extra-curricular providers</p> <p>- Plan and launch Apprenticeship mornings (4 per year) Arts - Nicola Burrell Animals - Suffolk Punch - Cox Stud Industry - Wooden Roots - Drum Makers Health - Luke - Airbourne Fitness</p> <p>-Arts and Culture Year Group Projects YR3 - Library story sessions (6 weeks) YR4 - Wooden Roots (12 weeks) YR5 - New Wolsey (6weeks) YR6 - YPPT</p> <p>-Additional opportunities Fred Sedgewick - writing club Atom and Luna Funnel Wick Limb Whole school Panto Curriculum trips and visits Sam Moss During Dance PE slots (For all year groups)</p> <p>Plan and facilitate whole school events that celebrate and acknowledge diversity.</p>	<p>Set up during INSET. Clubs to start week beginning 19th Sept</p> <p>First session Thursday 13th October 2022 Further mornings TBC</p> <p>YR3 Summer 2 YR4 Spring 1&2 YR5 Autumn 2 YR6 All Year</p> <p>Punctuating the year as and when appropriate</p> <p>B Taylor</p>	<p>Individual resources needed for clubs will be charged - offering staff 1 day in Leiu per term</p> <p>Fee dependant on provider Nicola £200 Cox Stud £200 Luke TBC Wooden roots £200 (following sessions will be funded by ACE)</p> <p>Library Free Wooden Roots funded by ACE New Wolsey funded by Blue Spark Yr6 Subsidized by YPPT £3000 Fred TBC Atom and Luna - Free Panto £995 to be charged per child Trips TBC £110 per afternoon</p> <p>Output for resources then to be recouped by fundraising event</p>	<p>Club lists, attendance figures and visits across the term.</p> <p>Photos, pupil voice and feedback from providers</p> <p>Photos/evidence in online scrapbooks Learning walks Observations Pupil and parental feedback</p> <p>Photos/evidence in scrapbooks Pupil and parental feedback</p>	<p>Attendance data will show an increase in children accessing extra curricular activities in the Autumn term and moving forward.</p> <p>Children will be able to discuss provision as well as their own aspirations/ sense of self as a result of the sessions.</p> <p>Children will have a breadth of experiences to develop cultural capital and transferable life skills.</p> <p>Children will be excited and engaged in their school life.</p> <p>Children will be able to discuss a range of interfaith celebrations and the importance of our celebrations for our school and community.</p>
To use pupil and parental voice activity and external networks to develop school provision and practice, and share	<p>Continue the use of Padlet to capture pupil and parental voice – use this feedback to tailor future activity/ events</p> <p>Facilitate Creative arts network for local teachers to share practice.</p>	<p>As appropriate across the year - particularly when A&C year group projects end. Termly</p>	<p>Free</p> <p>Free</p>	<p>A range of comments visible on public padlet forum</p> <p>Minutes from</p>	<p>Staff will have an understanding of the impact work is having in real time.</p> <p>Feedback can be used for future funding grant applications</p>

Springfield Junior School

this when appropriate.	Support the work of ICEP as BT member of steering board.	As appropriate B Taylor	Free	meetings BT attends ICEP meetings where possible	Arts champions locally will have a space the share and support good practice. BT has a local picture of arts provision and opportunities and is approached regarding projects and opportunities moving forward.
<i>Governor activity:</i>	<i>Updates through Headteacher reports on a termly basis.</i> <i>Progress updates through Chair/Heads meetings</i> <i>Subject Leader meeting – Leaders to talk through ongoing changes and activity</i> <i>Key Focus during one of the monitoring mornings - learning walk/staff and pupil perceptions</i> <i>Attendance at any performances</i>				

5) To continue to refine the curriculum, planning, teaching methods and assessments so that it incorporates the science of learning

Objective	Action	Timelines/ Responsibility	Budget/resources required	Monitoring Activity	Success Criteria
5a) To introduce the CUSP curriculum for Geography, History, Science, Art and DT	<ul style="list-style-type: none"> - Deputy Headteacher and relevant Subject Leaders to review the CUSP Subject Leaders Handbook and CPD online to plan. - First unit of work for each year group is planned by the subject leader so that staff understand the expectation of a unit, and have a model for subsequent units. - Additional release time for teachers to plan alongside curriculum lead - Follow up staff meetings to share successes, address any misconceptions and support further staff development. 	Autumn 2 nd Spring 1 st K Cook	£5000 for CUSP curriculum (+ small yearly subscription) £600 for year subscription for Curriculum Visions.	Stakeholder voice activity Learning walks including environments Book studies	Curriculum reflects best practice in Science of Learning All pupils demonstrate that they know more and can remember more from CUSP units of work.
5b) To further develop the coherence of long-term curriculum sequence	<ul style="list-style-type: none"> - In response to the introduction of the CUSP units for some subjects, the overall sequencing for the whole curriculum will be reviewed. - SLT to create documents which demonstrate how 'big ideas' are developed across the whole curriculum. 	Spring 1 st Spring 1 st K Cook	Release time and SLT time		All staff understand the sequencing and 'big ideas' of Springfield curriculum
5c) To review and develop subject specific content to reflect latest research	<ul style="list-style-type: none"> - Subject leaders use the Ofsted Research documents to review progression grids and subject expectations for their subject (non- CUSP). Any changes to the subject to be built into this year's action plan with clear activity for development. - Subject leaders to participate in Trust subject leadership groups meeting termly. Staff to identify best practice (based on sound research) that is ongoing in other schools and compare to Springfield Juniors – and impact on pupils. Discuss with SLT any short or longer changes and begin to plan for/implement as appropriate. 	Throughout the year Throughout the year. K.Cook	Staff meeting time Costs built into actions plans Staff meeting time Visits to Trust school where appropriate	Staff perceptions Action plans	Subject leaders are able to discuss next steps for their subject and explain the reasoning behind these. Action plans detail changes through small achievable steps.

Springfield Junior School

5d) To develop teaching practices in response to increasing knowledge of the science of learning.	<ul style="list-style-type: none"> - SLT to lead termly staff meetings focusing on educational research and the science of learning. Meetings will include review together of research summary/article. Exploration of current practice and tweaks that could be made to reflect this research. Topics to include: scaffolding learning, retrieval practice, spaced learning, cognitive load and explicit vocabulary instruction. - Subject Leader release (non-cusp) to review practices in their subject and use CUSP as a blueprint for planning that incorporates best practice – disseminate with staff and give time to make any changes. - Follow up discussions in PPA sessions as changes are trialed and refined. - Review Teaching and Learning Policy and Curriculum Policy to reflect the above, and any additional edits required. 	Throughout the year K Cook	Staff meeting time Chartered College membership Walkthru books Additional CPD resources	Staff perceptions Pupil progress across the curriculum	Pupils report increased success in accessing learning Teachers report increased retention of learning
Governor activity:	Updates through Headteacher reports on a termly basis. Progress updates through Chair/Heads meetings. Subject Leader meetings – Leaders to talk through ongoing changes and activity				

Behaviour and Attitudes

6) To ensure all stakeholders are familiar with the rights respecting curriculum through a range of activity and use these to support developing respect for others.

Objective	Action	Timelines/Responsibility	Budget/resources required	Monitoring Activity	Success Criteria
6a) To build rights into curriculum planning to develop understanding of how these link to different subjects and topics.	<ul style="list-style-type: none"> - INSET time allocated for a Rights update. - All staff to have 42 articles displayed in their classroom - PPA sessions used to discuss how planning can link to articles. - Children asked how the learning relates to the articles - Article displayed on IWB - Rights Ambassadors to annotate planning to support teachers. 	September 2022 Throughout the year K Cook	PD Days/Staff Meeting Time PPA sessions Rights Ambassador Meetings	Learning walks Pupil perceptions	<ul style="list-style-type: none"> - Staff and pupils more familiar with the articles - Pupils can talk about how what they're learning relates to children's rights.
6b) For children to work collectively to campaign for change, and to review the impact of this activity.	<ul style="list-style-type: none"> - Sign up to OutRight - RRSA Campaign - Staff Meeting to introduce campaign to staff - Introduce campaign to pupils - Undertake learning activities in class - Friday 18th November - World Children's Day - takeover 	August 2022 Sep 2022 Autumn Term K Cook	Staff Meeting Rights Ambassador Meetings	Pupil perceptions Feedback from parents Work produced	<ul style="list-style-type: none"> - Children will develop their knowledge and understanding of children's rights, health and health systems, and the links between these topic. - They will Learn about their right to voice their views, and for them to be heard and taken seriously

Springfield Junior School

					-Children will use their voices to raise awareness and share their work with decision-makers
<i>Governor activity:</i>	<i>Government/Trustee updates from Deputy Head. Updates through Headteacher reports on a termly basis. Progress updates through Chair/Heads meetings Rights Leader presentation to Governors – talk through ongoing changes and activity Key Focus during one of the monitoring mornings - learning walk/staff and pupil perceptions</i>				

7) To promote successful breaks and lunches for all and support friendship building, social skills and positive interactions within and between year groups.

Objective	Action	Timelines/ Responsibility	Budget/resources required	Monitoring Activity	Success Criteria
7a) To develop break and lunchtime activity, and strategies for interaction so that more pupils report enjoyment of these sessions.	<ul style="list-style-type: none"> - School council to review break activities - present ideas for improvements from different classes and decide upon next steps. Fundraising activities and purchasing of new resources. - Sports Leaders to receive training and to run activities on the playground to encourage all pupils to stay active. - Class activities and intervention sessions where appropriate support pupils to develop friendship and social skills to aid successful breaks. - From April 2023, School is embarking on the OPAL programme to introduce activities to increase enjoyment of breaks. 	<p>Throughout the year</p> <p>Spring 2023</p> <p>L Everitt</p>	<p>council meetings</p> <p>training sessions</p> <p>equipment (through fundraising)</p>	<p>Pupil perceptions</p> <p>Records of behaviour incidents</p>	<p>Pupils report increased enjoyment of lunch and break times</p> <p>Teachers report fewer incidents of playtime incidents.</p>
7b) For pupils to begin to develop friendships across year groups.	<ul style="list-style-type: none"> -Intraschool competitions planned across year groups to encourage new opportunities to work with others -House activity to be planned for throughout the year to encourage cross year group friendships. - Trained buddies to be trained and introduced to the playground to support dealing with friendship issues. 	<p>Spring 2023</p> <p>C Mower and L Everitt</p>	<p>PE lead time</p> <p>SLT planning time/ timetabled sessions</p> <p>Training</p>	<p>Pupil perceptions</p> <p>Records of behaviour incidents</p>	<p>Pupils report increased opportunities to meet pupils across the school.</p> <p>Teachers report fewer incidents of playtime incidents.</p>
7c) For pupils and families to be aware of the schools anti-bullying activities.	<ul style="list-style-type: none"> - School council to plan activity throughout the year to share definition of bullying, types of bullying and what children can do if they see it. This includes online - Share with parents through information home, and tea afternoons. - Regular class activities to review and reinforce key messages. 	<p>Throughout the year</p> <p>L Everitt</p>	<p>council meetings</p> <p>tea afternoons</p>	<p>Pupil and family perceptions</p>	<p>Pupils and families understand what bullying is and how it can be addressed.</p>

Springfield Junior School

Governor and Trust activity:	<i>Regular updates to Governors.</i> <i>Updates through Head's report.</i> <i>Attendance at family events/observations of breaks/lunches</i> <i>Meeting with school council</i>
-------------------------------------	--

Personal Development

8) To continue to develop effective support for staff and pupils' mental health and wellbeing, including offering a range of extra-curricular activities.

Objective	Action	Timelines/ Responsibility	Budget/resources required	Monitoring Activity	Success Criteria
8a) For pupils to have increased access to extra-curricular clubs and activities.	<ul style="list-style-type: none"> - BT to review offering of clubs and extend offering through external and internal providers. - Review termly and add additional - try to ensure fair spread across year groups. - Pupil questionnaires to feed into requests for clubs where possible. 	Throughout the year B Taylor	Office time for booking Subsidized clubs for PP	Pupil perceptions	Increased number of pupils access extra curriculum clubs.
8b) 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 Thrive training and principles and government guidance - Review Thrive principles and useful techniques for behaviour management with all staff. - Assess groups/pupils and create action plans for development. (KW) - Create a group of staff delivering Thrive activities, including building this into PSHE sessions where appropriate. - Pupils causing concerns are discussed and reviewed regularly/ staff working with these pupils are supported. (Regular Pastoral Meetings) 	Autumn 22 Throughout the year L Everitt and K Cook	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.
Governor and Trust activity:	<i>Regular updates to Governors - behaviour incidents analysis and pupil perceptions</i> <i>Updates through Head's report.</i>				

Leadership and Management

Springfield Junior School

9) To support staff that are new to teaching or new to role to ensure they can effectively develop their expertise and confidence.

Objective	Action	Timelines/ Responsibility	Budget/resources required	Monitoring Activity	Success Criteria
9a) To support staff that are new to role to develop subject knowledge and confidence.	<ul style="list-style-type: none"> - Review subject leader handbook with all subject leaders to remind of expectations. - Subject Leader meetings with Deputy during each term to review process. - Release time linked to action planning and key activity. - Opportunities to shadow colleagues to develop further - Meeting with subject counterparts from across the Trust/Infant school. 	K. Cook		Staff questionnaires Action Plans Monitoring activity logs.	New subject leaders feel well supported in leading their new subject.
9b) To ensure that ECTs are well supported through a structured programme of support and development.	<ul style="list-style-type: none"> - Enroll ECTs onto Unity ECT programme and KC to undertake initial mentor training to support. - ECT to access training days with Unity. - ECTs to complete weekly sessions of independent study and mentor meetings. - Programme of support includes observations of colleagues, team teaching and joint planning as required 	September 2022 Throughout the year K Cook	Release time for mentor and ECTs Any specific training costs	ECT feedback Annotated study Booklet completed.	ECTs successfully pass their first induction year, and report full access to statutory requirements for support and beyond.
9c) To collaborate with colleagues across the Trust and beyond to ensure provision for pupils is the best possible.	<ul style="list-style-type: none"> - PD day focusing on vocabulary, and sessions for subject leaders. - Implementation lead days to continue through this year. - Subject leaders to meet termly from across the Trust; action plans to map activity for the group. - Working groups to meet termly to share information - safeguarding, SEND and deputies - Heads meetings planned, and triad activities to continue for 22/23 - Meeting with Infants school to ensure knowledge of prior learning is secure, and identify any joint projects. 	Throughout the year L Everitt and K Cook	Release time Staff meeting slots	Analysis of feedback from sessions Other Staff feedback	Staff feel that collaboration across the Trust and with Infant colleagues is beneficial to their practice, and positively impacts on the education we can provide.
9d) To aid the transition of the SEND role through working towards the Inclusion Award, ensuring excellent provision.	<ul style="list-style-type: none"> - Advertise SENDCO post, shortlist applications and interview candidates. Sendco to be in place by January 2023 at latest. - Introduce Inclusion Award by establishing working party, gathering stakeholder views and completing action plan. - Undertake activities that lead towards improvement in SEND provision across school. - Gather evidence towards all areas for the award, and present for assessment day. 	Autumn 22 Spring 23 Throughout the year L Everitt and B Gaffer	SLT time Provision Map Costs SENCO time Costs for additional resources required Staff meetings Release time – gathering evidence	Evidence folder for Inclusion Award Stakeholder feedback SEND progress data	All SEND pupils have a clear passport detailing their needs and provision. Families report good communication from the school regarding SEND provision for their child. Teachers feel better able to support SEND pupils in their classroom
Governor and Trust activity:	<i>headteacher termly report analysis of staff questionnaires presentation of outreach work/progress towards training/role responsibilities. governor involvement in Trust activity and working parties</i>				