

School Improvement Plan 2023 - 2024



Introduction

This school development plan incorporates elements of the previous year's plan in order to further embed key changes in curriculum design and lesson structure, and to build on the work started in improving Lunchtime provision. The school will work to further improve the inclusivity of its curriculum and school offer, and to enhance personal development through increased opportunities for social, moral, spiritual and cultural development. Each year team has new members so will work collaboratively to establish clear behaviour routines and embed high expectations for all.

Context

Number of pupils on roll	339	Number of pupils eligible for pupil premium	104	Number of pupils with EHCP	2	Percentage of EAL pupils	24.5%
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Data from Arbor	Reading EXS+		Reading GD		Writing EXS+		Writing GD		Maths EXS+		Maths GD	
	Aut	Sum	Aut	Sum	Aut	Sum	Aut	Sum	Aut	Sum	Aut	Sum
21 - 22												
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%
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%

Current Data Picture (July 2023)

Data from Arbor	Reading EXS+		Reading GD		Writing EXS+		Writing GD		Maths EXS+		Maths GD	
	Aut	Sum	Aut	Sum	Aut	Sum	Aut	Sum	Aut	Sum	Aut	Sum
22 -23												
Yr 3	69.1%	88.2%	4.9%	21.2%	50.6%	58.8%	0%	10.6%	86.4%	90.6%	16%	20%
Yr 4	64.6%	81.9%	8.9%	22.9%	51.3%	63.1%	7.5%	10.7%	71.3%	88.1%	5%	15%
Yr 5	72.1%	83.9%	8.1%	18.4%	44.2%	67.8%	2.3%	16.1%	82.6%	86.2%	20.9%	26.4%

Year 6 SATs and Tables Check

Measure	School 2022	Diff to National 2022	School 2023	Diff to National 2023
Reading EXS	90.2%	+16.2%	73.3%	+0.3%
Reading GD	35%	-	26.7%	
Writing EXS	75.6%	+6.6%	79.1%	+8.1%
Writing GD	9.8%	-	14%	
Maths EXS	86.6%	+15.6%	80.2%	+7.2%
Maths GD	30%	-	17.4%	
Combined EXS	70.7%	+11.7%	62.8%	+3.8%
Combined GD	7.3%	-	7%	
Times Tables			60% above 20 marks	

School Improvement Plan

Period: 2023-2024

Key Priorities:

Quality of Education

1. Refine the range of strategies used to develop phonological knowledge, develop comprehension skills and a thirst for reading – in particular for lower attainers.
2. Support all pupils to make increased progress in Writing by using the CUSP materials to ensure a consistency in teaching and approach.
3. Further develop pupil's knowledge of key number facts, and embed other strategies for ensuring progress in mathematics for all pupils.
4. To fully embed the CUSP principles and resources across the CUSP subject areas, and review Non-CUSP subjects to incorporate the same principles, ensuring that our school drivers are at the heart of the curriculum.

Behaviour and Attitudes

5. Promote successful lunchtimes for all pupils, using the OPAL framework and ensuring that all stakeholders are regularly involved in this development.
6. Review and refine behaviour routines across the school to ensure high expectations for all pupils.
7. Implement a new attendance strategy to increase overall attendance at school and reduce the number of persistent absentees.

Personal Development

8. Work towards and achieve accreditation for the Gold Rights Respecting Award by further integrating the rights into the curriculum and school processes, and give pupils opportunities to campaign for change.
9. Use the SMSC quality mark audit to improve the development of SMSC for all pupils across the school including further access to cultural experiences and learning through projects, apprenticeship sessions, and a variety of trips.

Leadership and Management

10. Ensure that inclusion sits at the heart of all leadership activity.
11. Continue to develop the communications channels to develop effective relationships between school and home.
12. Ensure smooth transition of leadership between current and new headteacher and deputy head.

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Quality of Education

1. Refine the range of strategies used to develop phonological knowledge, develop comprehension skills and a thirst for reading – in particularly for lower attainers.

Objective	Action	Timeline and key personnel	Budget/resources required	Monitoring Activity	Success Criteria
To continue to embed CUSP Reading sessions and resources ensuring that all pupils are challenged and supported	<ul style="list-style-type: none"> - Use guided groups as an initial comprehension support (as mentioned in the Reading Pathway document). - Adapt the CUSP resources as needed to ensure that all pupils are able to access (particularly the vocabulary and fluency elements). - Encourage staff to develop subject knowledge through CPD and explainer videos available via the CUSP website. - Staff meeting to share examples of adaptation, and create a support document collating examples of support - Subject Leader release time to observe lessons, review books and analyse data to identify any further actions or staff to support 	<p>Throughout the year – all staff</p> <p>20.11.23- staff meetings – all staff</p> <p>Activity planned through 23 – 24 – JH and LL</p>	<p>Continued CUSP subscription</p> <p>Subject meeting time</p> <p>Subject leader release (fortnightly)</p> <p>Additional resources if texts required</p>	<p>Lesson Observations</p> <p>Book studies</p> <p>Pupil/Teacher Perceptions</p> <p>Data Analysis</p>	<p>CUSP Reading sessions follow prescribed format and content</p> <p>All pupils are able to access CUSP Reading sessions and are challenged and support appropriately.</p> <p>Data shows that CUSP Reading has a positive impact on all pupils groups.</p>
To refine the Springfield Reading Pathway to ensure that pupils exiting the Little Wandle programme have clear next steps	<ul style="list-style-type: none"> - Share the new reading pathway document with staff – September staff meeting. This includes fluency resources for those exiting the Rapid Catch Up programme. As a result, staff understand the different resources in place to support pupils. - Organise new reading fluency resources and groups; train staff to run sessions. Provide regular opportunities for staff running reading interventions to meet and discuss any issues/share progress. - Regular progress data is reviewed regularly and provision is adapted to ensure needs are met. 	<p>7.9.23 – JH</p> <p>Sept – JH</p> <p>Throughout the year – JH and Reading staff</p>	<p>Fluency resources purchased</p> <p>Staff running groups (See provision map costings)</p> <p>Regular meeting time</p> <p>Subject Leader release (fortnightly)</p>	<p>Session observations</p> <p>TA/Pupil perceptions</p> <p>Progress recorded on Every Child a Reader Spreadsheet.</p>	<p>Reading interventions for pupils are well matched according to need.</p> <p>Pupils on the Reading Pathway make good progress.</p>
Governor activity:	<p><i>Governor monitoring visits will include observation of Reading sessions and pupils will be asked about this too.</i></p> <p><i>Data Presentations</i></p> <p><i>Feedback from external visitors – e.g. Trust Improvement Lead, Trustees and LA – will be shared with governors</i></p> <p><i>Subject Leader presentation to Governors</i></p>				

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2. Support all pupils to make increased progress in Writing by using the CUSP materials to ensure a consistency in teaching and approach.

Objective	Action	Timeline and key personnel	Budget/resources required	Monitoring Activity	Success Criteria
To continue to embed CUSP Writing sessions and resources ensuring that all pupils are challenged and supported	<ul style="list-style-type: none"> - Use and adapt new CUSP Writing slides, along the planning, to meet the needs of our children. - Introduce and use new daily knowledge notes to further support pupils with knowledge for the session. - Identify and provide writing scaffolding for pupils that need it. - Staff meeting to share examples of adaptation, and create a support document collating examples of support - Subject Leader release time to observe lessons, review books and analyse data to identify any further actions or staff to support 	<p>Autumn term – all staff</p> <p>Nov 23 – JH and all staff</p> <p>Throughout the year – JH and LL</p>	<p>Continued CUSP subscription</p> <p>TA time – supporting photocopying</p> <p>Staff meeting time</p> <p>Subject leader release (fortnightly)</p>	<p>Lesson Observations</p> <p>Book studies</p> <p>Pupil/Teacher Perceptions</p> <p>Data Analysis</p>	<p>All pupils are able to access writing lessons through adaptations and scaffolding.</p> <p>Data shows that CUSP Reading has a positive impact on all pupils groups.</p>
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"> - Introduce staff to new assessment materials during Sept PD day at Whitehouse Primary. Additional Trust moderation sessions are planned for Spring and Summer terms. - Staff to meet in year group teams and use the new resource to assess a portfolio of evidence from 2022-23. - Staff meeting review of resources and expectations and answer any questions. - Year group moderation examining in detail a portfolio of evidence from Year 3 with a focus on shared understanding of criteria and sources of evidence. - Collect data from the new assessment system at the termly points and analyse to identify next steps 	<p>1.9.23 – Trust Reading Leads and all staff</p> <p>4.10.23 - JH</p> <p>13.11.23 - JH</p> <p>Throughout year – JH and LL</p>	<p>Trust meeting time for all staff</p> <p>Staff meeting time</p> <p>Subject leader release (fortnightly)</p>	<p>Evaluation from Trust sessions.</p> <p>Data Analysis</p>	<p>Staff are able to assess children's writing accurately and feel confident making judgements.</p>
<i>Governor activity:</i>	<p><i>Governor monitoring visits will include observation of Writing sessions and pupils will be asked about this too.</i></p> <p><i>Feedback from external visitors – e.g. Trust Improvement Lead, Trustees and LA – will be shared with governors</i></p> <p><i>Data Presentations in Governor Meetings</i></p> <p><i>Writing forms 'Line of Enquiry' for the Trust - reports and visits to be feedback to Governors.</i></p>				

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

Objective	Action	Timeline and key personnel	Budget/resources required	Monitoring Activity	Success Criteria
To ensure pupils have secure knowledge of key number facts and skills.	<ul style="list-style-type: none"> - Whole staff training on number sense strategies (use lessons learnt from Year 3 and Year 4 to share practice) - Implementation of number sense strategies across the school 	October - HM/VW	TTRS and number sense subscriptions	Learning walks	Whole school approach to using mental strategies for addition and subtraction

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	<ul style="list-style-type: none"> - Monitoring of number sense sessions in year 3 through learning walks - Sharing of best practice - Conferencing children in Year 3 and 4 to monitor progress with number facts and conferencing older children to identify gaps and intervene - Intervention groups identified for number sense in Years 4-6 where required. Staff to liaise with VW to discuss this - Continued monitoring of Timetable progress using TTRS heat map and internal termly assessment monitoring Regular basic skills revision as part of morning work - Review approach to MTC assessment (1-1 or group delivery) Attend trust level meetings to share best practice to drive improvement 	<p>Every term - Year teams</p> <p>Every half term Class teachers HM/VW January HM/VW/LL</p>	<p>Personnel for conferencing children</p> <p>Personnel for administering check</p>	<p>Conferencing children</p> <p>Assessment data analysis</p> <p>Morning work book looks</p>	<p>Improved times table recall knowledge</p> <p>Improved MTC check result</p>
To further develop the staged lesson structure to ensure that pupils are supported and challenged	<ul style="list-style-type: none"> - Monitoring of implementation of the staged lesson structure - Additional staff training on scaffolding and challenge for all - VW to attend Embedding Maths Mastery with the Maths hub - Planning scrutiny and support to ensure seamless design for learning success 	Termly HM/VW	<p>Staff meeting time</p> <p>Monitoring time for HM/VW</p>	<p>Book looks</p> <p>Learning walk</p> <p>Staff questionnaire</p> <p>Pupil voice</p>	<p>Improved assessment results in all year groups</p> <p>Consistent approach seen in books across the school</p> <p>Consistent implementation seen in delivery and within planning.</p>
To work collaboratively with other schools to further develop mastery activity in school.	<ul style="list-style-type: none"> - Engage with 'embedding mastery' with the maths hub - Staff development on alignment of our curriculum and lesson structure for teaching for mastery - Staff development on specific aspects of mastery requiring development (variation and representation) - Revisit resources used and ensure staff are using resources appropriately to cover the curriculum - New staff inducted to how we teach maths - Use EEF guidance of effective CPD to design CPD - Attend trust level meetings to discuss approached 	Termly HM/VW	<p>Release for VW to attend hub meetings</p> <p>Time to review and monitor teaching for mastery within the school and discuss ways forward.</p>	<p>Book looks</p> <p>Learning walk</p> <p>Staff questionnaire</p> <p>Pupil voice</p>	<p>Consistent use of mastery strategies alongside lesson structure</p> <p>Consistent use of representations including manipulatives seen in planning and lesson delivery</p>
Governor activity:	<p><i>Governor monitoring visits will include observation of Maths sessions and pupils will be asked about this too.</i></p> <p><i>Data presentations</i></p> <p><i>Feedback from external visitors – e.g. Trust Improvement Lead, Trustees and LA – will be shared with governors</i></p> <p><i>Subject Leader presentation to Governors</i></p>				

- 4. To fully embed the CUSP principles and resources across the CUSP subject areas, and review Non-CUSP subjects to incorporate the same principles, ensuring that our school drivers are at the heart of the curriculum.**

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Objective	Action	Timeline and key personnel	Budget/resources required	Monitoring Activity	Success Criteria
To continue to plan and embed CUSP Curriculum sessions and resources ensuring that all pupils are challenged and supported	<ul style="list-style-type: none"> - New slide decks produced for writing to give teachers more time to support pupils and challenge further where appropriate. - Dual knowledge notes that are simplified/advanced. Simplified versions to be given for specific pupils so that they can access the lesson. - Subject leaders to attend networking meetings run by CUSP. - CUSP explainer videos to support teachers' subject knowledge. Teachers to watch these in advance of planning the units. - Use of Teacher book alongside pupils workbooks to provide a model to scaffold learning. - Regular monitoring by CUSP Subject Leaders - Staff training where appropriate - Year groups to have weekly release until Christmas to support with the time it takes in planning for CUSP units. - Celebrating success sessions to continue with pupils. What can they remember from their CUSP lessons - what links can be made? 	<p>Class teachers reviewing fortnightly.</p> <p>See diary dates Ongoing through the year Daily – all staff</p> <p>Autumn – Year leaders to organise KC/LE</p>	<p>Yearly subscription</p> <p>Staff meeting/ session times</p> <p>Cost of cover</p>	<p>Learning walks</p> <p>Book looks</p> <p>Celebrating success sessions with pupils.</p> <p>Network meetings</p>	<p>Pupils learn and remember more. Pupils are learning an ambitious, knowledge rich curriculum. Subject leaders feel more confident Pupils can make links within and across year groups with what has been learned.</p>
To review lesson structures in non-CUSP subjects to incorporate science of learning principles and maximise pupil achievement	<ul style="list-style-type: none"> - Teachers to recap the principles of CUSP and how this can be beneficial in other subjects. This is reviewed in subject specific staff meetings throughout the year with follow up sessions. - Subject leaders to support the planning of these subjects. 	<p>KC - briefing as a reminder.</p> <p>Subjects</p>		<p>Learning walks</p> <p>Book looks</p>	<p>Pupils learn and remember more in non-CUSP subjects.</p>
To continue to promote Oracy through all curriculum areas and other school activity	<ul style="list-style-type: none"> - Plan and organise a Story telling week. Share with staff through staff meeting and support planning. - Oracy rules to be displayed in classrooms - Weekly talk assemblies - Sentence stems used in all lessons - Subject leader to monitor to identify any staff that need additional support/ classes that need to work on oracy routine. 	<p>Spring term.</p> <p>23-24 Ongoing</p> <p>LL</p>	<p>Possible resources – books</p> <p>Staff meeting time</p> <p>Subject release time</p>	<p>Learning walks</p> <p>Pupils perceptions</p>	<p>Children become confident orators who are able to use exploratory and presentational talk.</p>
To continue to promote Arts and Culture through the curriculum offering and other school activity.	<ul style="list-style-type: none"> - Class session in Week 1 to remind children of curriculum drivers and how these are used in the curriculum - Arts and Culture projects to be funded planned and timetabled. BT to organise funding and support Year Leaders to take the lead and organise. - Apprenticeship mornings to be developed and facilitated following the success last year. - Trips to be audited and planned during YR group leader meetings 	<p>September Annual depending on timetabling</p> <p>BT to network to find opportunities and funding Termly</p>	<p>N/A</p> <p>TBC</p> <p>N/A</p>	<p>Discussions with pupils and staff</p> <p>Entry and exit data, Pupil voice, Observations and outcomes</p> <p>Planning proformas</p>	<p>Arts and culture projects in each year group</p> <p>Four apprenticeship mornings across the year</p> <p>Children will recognise Arts and culture as a key part of life at Springfield</p> <p>A range of high value trips and visits that enhance the curriculum</p>

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		BT		completed and checked	
Governor activity:	<i>Governor monitoring visits will include observation of Foundation Subjects sessions and pupils will be asked about this too. Invitations to attend project performances. Feedback from external visitors – e.g. Trust Improvement Lead, Trustees and LA – will be shared with governors Subject Leader updates to Governors</i>				

Behaviour and Attitudes

5. Promote successful lunchtimes for all pupils, using the OPAL framework and ensuring that all stakeholders are regularly involved in this development

Objective	Action	Timeline and key personnel	Budget/resources required	Monitoring Activity	Success Criteria
To develop lunchtime activities, through OPAL provision so that more pupils report enjoyment of these sessions, and there is a reduction of reported issues.	<ul style="list-style-type: none"> - Request further donations of large parts so that pupils have more to play with. - Undertake risk training for all staff for use of pallets, tractor tyres etc. - Introduce each new element in a play assembly so that pupils understand the risks involved and how to minimise these. - Request for parental help with transforming the school garden area so that pupils can use it for a mud kitchen. - Water play to be used out of the front with drain pipes, pans etc. 	Autumn -EC to write a list of parts to request. Ongoing - KC to organise staff training and OPAL assemblies. Autumn - KC & LE to arrange date for parents to help with the front of the school.	Cost of resources for the front of school if not enough donations are received.	SLT to monitor each lunchtime. Regular meetings between KC and EC.	Pupils will enjoy lunchtimes more. There will be fewer incidents on the playground. Pupils will be happier and more engaged with their learning after a fulfilling playtime.
Governor activity:	<i>Governor monitoring visits will include observation of lunchtimes sessions and pupils will be asked about this too. OPAL governor attendance at OPAL meetings – feedback to other governors. Feedback from OPAL accreditation later in the year</i>				

6. Review and refine behaviour routines across the school to ensure high expectations for all pupils

Objective	Action	Timeline and key personnel	Budget/resources required	Monitoring Activity	Success Criteria
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To review behaviour routines across the school and teach explicitly so that pupils are clear on expectations	<ul style="list-style-type: none"> - PD day activity – Teachers to review behaviour policy, rewards and consequences and focus upon the routines to be explicitly taught; explore together behaviour curriculum document and adapt as necessary. Review at regular staff meetings - Repeat above activity with support staff to ensure consistency of approach. - Behaviour curriculum document shared with community via the website. - Routines to be established in classroom and practiced; support pupils that find this challenging. Specific behaviour plans/ detail on passports so that all adults involved are clear on adaptations for individuals. - Learning walks in first few weeks to focus on routines established; support offered where necessary. SLT to reinforce during assemblies and regularly review with staff - Re-establish routines at the start of each term. 	<p>September 2023 LE/KC</p> <p>Ongoing - All staff</p> <p>September/October – All SLT Throughout the year – all staff</p>	<p>PD day time/staff meeting time. Costs of stickers/additional rewards</p> <p>Support for staff if required – release time</p>	<p>SLT learning walks and other observations Feedback from staff and pupils Feedback from external visitors</p>	<p>All teachers and support staff are clear on the expectations for behaviour routines for different school activities. These are applied consistently.</p> <p>Pupils understand the expectations for behaviour and follow instructions in order for learning to be maximized.</p>
Governor activity:	<p><i>Governor monitoring visits will include observation of learning behaviours and pupils will be asked about this too.</i></p> <p><i>Feedback from external visitors – e.g. Trust Improvement Lead, Trustees and LA – will be shared with governors</i></p> <p><i>Ongoing analysis of behaviour incidents and reflections will be shared will governors regularly.</i></p>				

7. Implement a new attendance strategy to increase overall attendance at school and reduce the number of persistent absentees.

Objective	Action	Timeline and key personnel	Budget/resources required	Monitoring Activity	Success Criteria
To increase overall attendance so that it is above national average	<ul style="list-style-type: none"> -Offer a clear vision for attendance, underpinned by high expectations and core values. - Communicate openly and honestly with staff, pupils and families about the school's expectations. - Liaise with other agencies working with pupils and their families to support attendance. - Set clear expectations of attendance which all staff, children and families can easily follow. -Staff receive CPD and support to deploy attendance systems effectively. -Recognise attendance as an important area of school improvement. -Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. -Use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Make sure these systems are inclusive and appropriate for all pupils. -Systems are reviewed regularly for impact. -Monitor and analyse attendance data regularly to allow early intervention to address issues. 	<p>Autumn 2023</p> <p>Ongoing</p> <p>Attendance Lead - VW Family Support Worker - DR LE</p>	<p>Staff meeting time</p> <p>Pastoral support</p> <p>Breakfast Club</p>	<p>Monitor and analyse attendance data regularly</p> <p>Review systems in place</p> <p>Communication with families</p>	<p>Improved attendance and punctuality for all year groups</p> <p>Strategies are implemented consistently by all staff.</p>

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To reduce the number of Persistent Absentees across all year groups	<ul style="list-style-type: none"> -Empower staff to take responsibility for attendance. -Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance. -Build relationships and communication pathways with families. -Early intervention -Attendance leaders provide regular reports to staff across the school to enable them to track the attendance of pupils. -Escalation procedures to address absence are initiated proactively. 	2023-2024 Attendance Lead - VW Family Support Worker - D.R L.E	Staff meeting time Pastoral support Breakfast Club	Monitor and analyse attendance data regularly Review systems in place Communication with families	Attendance is everyone's responsibility. Reduced number of persistent absentees.
Governor activity:	<i>Safeguarding governor termly meeting includes Attendance</i> <i>Attendance forms part of the Safeguarding update to Governors at meetings</i> <i>Attendance lead to present to Governors</i>				

Personal Development

8. Work towards and achieve accreditation for the Gold Rights Respecting Award by further integrating the rights into the curriculum and school processes, and give pupils opportunities to campaign for change.

Objective	Action	Timeline and key personnel	Budget/resources required	Monitoring Activity	Success Criteria
For children to work collectively to campaign for change, and to recognise 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 – in class and the Ambassadors for Change -Undertake learning activities in class - Monday 20th November - World Children's Day - takeover 	Sep 2023 – ongoing Autumn Term SF	Staff Meeting Ambassador for Change Meetings	Pupil perceptions Feedback from parents Work produced	Children understand their right to voice their views, and for them to be heard and taken seriously Children will use their voices to raise awareness and share their work with decision-makers
To further integrate rights into the curriculum and school processes.	<ul style="list-style-type: none"> - Set expectations for SLT and Subject Leaders to consider Rights when writing policies and reviewing processes in their subject - Week 1 – Rights session to recap on Rights. - Encourage staff to continue to build links in lessons on a regular basis – discussion in staff meeting - Rights lead to contact leads in other Trust schools to identify any next step activity for the school. 	Autumn 2023 Autumn 2023 Throughout year – SF	Release time – SF Meeting time – SF	Learning walks Pupil perceptions	Ideas from other schools support the school on their journey to Gold.
Governor activity:	<i>Updates through Headteacher reports on a termly basis.</i> <i>Rights Leader presentation to Governors – talk through ongoing changes and activity</i> <i>Key Focus during one of the monitoring mornings - learning walk/staff and pupil perceptions</i>				

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9. Use the SMSC quality mark audit to improve the development of SMSC for all pupils across the school including further increasing access to cultural experiences and learning through projects, apprenticeship sessions, and a variety of trips

Objective	Action	Timeline and key personnel	Budget/resources required	Monitoring Activity	Success Criteria
To communicate the Vision for SMSC to key stakeholders/ staff/parents/carers and pupils	<ul style="list-style-type: none"> - Create a Long-term vision statement articulating the whole-school approach to SMSC to be shared with key stakeholders - SMSC vision to be prominent on school website and within school (notice board) - Newsletter sent out half-termly to parents with key SMSC information/news 	Autumn 2023 Throughout the year I Romer-Lee	Staff meetings	Staff and pupil survey Feedback from parents	Key stakeholders will be aware of the school's LT vision towards embedding SMSC values within the school. Increased understanding of SMSC throughout the school community
Embed British Values within the school values and curriculum allowing pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain	<ul style="list-style-type: none"> - All classrooms to display British Values; initial September session to introduce - Within topics children to be asked how learning relates to British Values - Talking Assembly relevant British Values displayed - Assemblies with British Values focus (one termly) - Visitor opportunities linked to values. - British Value linked books displayed in library - Staff meeting to introduce SMSC award and the work towards it. 	September 2023 All activity ongoing throughout the year IRL	Staff meeting time Budget for books SMSC award payment	Learning Walk Pupil perceptions	Staff and pupils more familiar with the five British Values Children are able to discuss British Values and how they have a positive impact on their lives.
<i>Governor activity:</i>	<i>Updates through Headteacher reports on a termly basis. SMSC 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>				

Leadership and Management

10. Ensure that inclusion sits at the heart of all leadership activity

Objective	Action	Timeline and key personnel	Budget/resources required	Monitoring Activity	Success Criteria
To continue to work towards the Inclusion Award to support the improvement of access and provision for all pupils.	<ul style="list-style-type: none"> - SENDCO to continue to complete actions to complete the Inclusion Award including: - Staff development through Cognition and Learning team – for both support and teaching staff - Support to develop and refine learning plans and passports for SEN pupils - Support to ways to adapt and scaffold lessons so that all pupils are able to access - Consider and develop ways beyond lesson planning to ensure pupils, and families develop a sense of belonging and inclusion - Increased support and communication with parents of pupils with SEND - Work collaboratively with SENDCOs across the Trust sharing good practice and experience towards award - Visit Centres of Excellence for further action plans 	20.9.23 Throughout the year BG TBC	Staff meeting time Resources as required in Inclusion Award Plan	Feedback from staff Progress of different pupil groups Achievement of award.	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

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To focus subject leader activity so all groups of learners are effectively supported.	<ul style="list-style-type: none"> - Subject Leaders to include Inclusion in their Subject Action Plans following staff meeting session to discuss. - Leaders consider inclusion in their monitoring activity, and identify any actions required to support staff in this. - Meet with Trust leaders with a focus on Inclusion; feedback any ideas that may support staff further. 	<p>Meeting led by KC and BG</p> <p>Throughout the year</p>	<p>Staff meeting time Subject leader release</p> <p>Resources identified to further support pupils</p>	<p>Feedback from staff/pupils</p> <p>Book study Progress of different pupil groups</p>	Teachers feel better able to support SEND pupils in their classroom in all subjects.
<i>Governor activity:</i>	<p><i>SEND governor to meet termly with SENDCO</i> <i>Review of data for all pupil groups</i> <i>Report from accreditation to be shared with Governors.</i></p>				

11. Continue to develop the communications channels to develop effective relationships between school and home.

Objective	Action	Timeline and key personnel	Budget/resources required	Monitoring Activity	Success Criteria
To ensure effective communication within parents and school through a range of activity	<ul style="list-style-type: none"> - Continue the Parent Council as a way to gather feedback from parents representing different year groups. - Increase opportunities for parents to visit the school through parents' evenings, tea afternoons and other events. Publish dates in advance. Take feedback so to aid future planning and organise. - Work with Year Leaders to improve communication with Year groups. Use newsletters to explore different subjects and introduce different staff responsibilities. 	<p>Throughout the year</p> <p>SLT</p>	<p>Staff time.</p> <p>Resourcing for event organisation.</p>	Parent, pupil and staff feedback	Parents feel that school communication has improved and they have more knowledge of the school and their child's work.
To continue to increase contributions of different stakeholders into school development and improvement.	<ul style="list-style-type: none"> - Respond to relevant points from the parent council and update at each meeting - Share SDP with parent council and review progress - Ambassadors for Change to analysis pupil questionnaires and identify actions as a result. - SLT to analyse pupil, parent and staff surveys and identify actions including for wellbeing – report to Governors and detail progress towards 	<p>Throughout the year</p> <p>SLT</p>	<p>SLT time for meetings</p> <p>Ambassadors for Change – budget for improvement activity</p>	Parent, pupil and staff feedback	All stakeholders feel that their contributions are considered and use to develop the school further.
To ensure that the school website is easily accessible and contains useful information for all stakeholders.	<ul style="list-style-type: none"> - Review current structure of the school website by comparing to recommended sites - Transfer this to a new site adding in the new pages and organisation. - Ask parent council to review new site and make suggestions about possible additions that would support parents to navigate. - Create a committee of students that write and submit a range of content for different pages – student newspaper and year specific pages. - Share with all parents and build in opportunity to feedback. 	<p>Autumn 2023</p> <p>LE and KC</p>	<p>New website subscription</p> <p>Time to update – allocate responsibility across the staff.</p>	Parent, pupil and staff feedback	Parents and pupils consider the website to be user friendly and they can locate key information easily.

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<i>Governor activity:</i>	<i>Analysis shared of feedback from parents and steps undertaken</i>
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12. Ensure smooth transition of leadership between current and new headteacher and deputy head.

Objective	Action	Timeline and key personnel	Budget/resources required	Monitoring Activity	Success Criteria
To ensure new headteacher is well prepared for the role from January 2024	<ul style="list-style-type: none"> - JV to work one day per week from November 2023. Days to include 1:1s with all staff, meeting with SLT and SENDCO. Begin to develop knowledge of the curriculum, staff, safeguarding, pupils and families and the day to day running of the school. - Meet with Deputy and Head to review the responsibilities of the new SLT; JV to establish this with new look team. - JV to attend Trust headteacher meetings and to work alongside the HIS and CEO to develop working relationships with staff across the Trust. 	Autumn 2 nd	JV costs for 7 days	Feedback to Trust	<p>JV has increased knowledge of current position of the school ahead of January 2024</p> <p>JV has met with all staff to allay any concerns with the transition.</p>
To ensure other staff are well prepared for new responsibilities from January 2024	<ul style="list-style-type: none"> - SLT to organise reorganisation of responsibilities. - Kim to meet with Beth T, Vicki, Polly, Sophie to hand over information and develop confidence for additional responsibilities from January 2024 	Autumn 2 nd	Staff cover for meeting time: supply costs where necessary	Informal discussions with staff	Staff with new responsibilities feel confident to undertake these.
<i>Governor activity:</i>	<i>Head/Chair meetings for updates on the transition.</i>				