This School Improvement Plan for 2024 to 2025 is an overview of Springfields First School’s improvement priorities. This plan has been produced following the evaluation of the previous improvement plan for 2023-2024. The plan uses the 2024 statutory data, the schools own 2023-2024 internal tracking and the findings of the recent Ofsted inspection. The staff leading each priority will complete detailed individual plans.

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| **Area of Priority – Quality of Education** | | | | | | |
| **Achievements from previous year –**  **End points for foundation subjects have been further refined. There are now clear end points for each year group/KS in all subjects.**  **Management time was used to refine learning and remove any surplus. This piece of work has been shared with all staff to ensure progression is understood. It has also been shared with governors during curriculum meetings. The school improvement partner Wendy Wheldon, has also reviewed the completed work and agreed that it is robust and meets the expectations of Ofsted.**  **All teaching staff have received training on adaptive teaching. Training for TA staff is planned to take place during autumn 24. Staff continue to display high expectations for all pupils. A Springfields 5 a day document has been completed to support staff when planning. All curriculum policies have been changed to replace differentiation with adaptive learning. The equality policy and targets will be reviewed in autumn 2024.**  **Spelling Shed has become embedded into the curriculum it is consistently taught across KS2 and pupil’s using it for homework has increased over the year. Standardised scores for spelling (SWIST) in KS2 show good progress was made. Year 2 have successfully used the Little Wandle scheme for spelling.**  **Interventions for spelling have used Nessy and Little Wandle.**  **The teaching of handwriting has been more consistent, with more attention given to specific handwriting lessons. We have seen an improvement in letter formation. Ongoing practice of handwriting has made a difference, together with the opportunity to write to companies or visitors has led to an improvement in handwriting. Parents coming into see books has been motivation for some pupils.**  **Daily interventions focusing on phonics, letter formation and spellings for specific children including pupils with PP funding have taken place throughout the year. Pupils with dyslexic tendencies have been targeted with the Nessy programme.** | | | | | | |
| **Target** | **Actions** | **Cost** | **End Timescale** | **Monitoring** | **Lead** | **Evaluations** |
| **To improve pupils’ engagement in writing, leading to an increase in progress and attainment** | * Investigate available writing curriculums, to provide a curriculum that works for our children, providing a broad and balanced well resources curriculum * Combine the teaching of grammar and writing styles to give purpose to the grammar, increase linked learning and reduce the amount of planning * Introduce new, diverse texts, making writing more engaging and relevant to the pupils * Provide a structured process for the teaching of writing, ensuring that expectations remain high and that staff have the expectation that all pupils can succeed * Provide good quality planning and teaching resources, which can be annotated and adapted for the pupils in school but is not time consuming for staff * Provide staff training, ensuring high quality subject intent and implementation * Provide time for staff to work together to support the implementation of the scheme including time to reflect * Monitor and review the teaching of the scheme across the school * Monitor and review the progress and attainment of pupils | £500  £250 | Sept 2024  Sept 2024  Sept 2024  July 2024  Sept 2024  Sept 2024  Jan 2024  Sept 2024  Jan 2024  Termly  Termly | T/L governors  LS/AB/EG | LS |  |
| **Further review the whole school approach to adaptive teaching** | * Provide further support staff training in how to adapt the curriculum for all pupils * Continue to ensure that expectations remain high and that staff have the expectation that all pupils can succeed * Review and update the Equality policy and targets and the accessibility policy and targets * Monitor adaptive teaching across the school – raise the expectations for pupil including those with SEND. * Improve progress of SEND pupils – track carefully through Target Tracker |  | Jan 2024  July 2025  Jan 2025  July 2025  July 2025 | T/L governors  AB/SS | AB/SS |  |
| **To further develop the teaching of computers across the school, leading to an improvement in pupil progress** | * Investigate the Teach Computing hub training * Attend training for implementing the scheme * Liaise with the Computing Hub – re hiring of equipment * Purchase a bank of 15 ipads and charging cabinet, liaise with the PTFA and local organisations to raise the funds * Introduce the new scheme of work across the whole school * Provide support and staff training through staff meetings * Identify links between the new curriculum scheme of work and BGFL the learning platform used in school. * Monitor the teaching of computing across the school, observing lessons, pupil voice and looking at pupil’s work. | £5800 | July 2024  Summer term 2024  Sept 2024  Oct 2024  Sept 2024  Spring 2025  April 2025  July 2025 | AB/EA  T&L Governors | EA  AB |  |
| To further develop maths fluency across the school, leading to an improvement in the recall of basic facts | * Re-visit fluency in maths. * Identify how we can increase the quick recall of basic facts for all pupils eg number bonds/multiplication tables * Introduce the WR fluency model into daily teaching * Provide training on the fluency model using staff meeting times * Monitor the teaching of fluency across the school * Use statutory and non-statutory data to assess improvements in fluency particularly number bonds/multiplication tables. |  | Sept 2024  Oct 2024  Jan 2025  July 2025  July 2025 | AB/EA  T&L Governors | EA |  |

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| **Area of Priority – Behaviour and Attitudes** | | | | | | |
| **Achievements from previous year –**  **School has been calmer during 2023-24. Staff have taken a RRP to behaviour and in most cases improvements have been seen, however this approach does not work with every individual.**  **All staff completed training for deescalating behaviour, 12 staff were training in physical intervention strategies (not restraint). All staff found this training useful especially** **support staff who felt more equipped to deal with challenging behaviour. This has led to calmer break and lunch times, where adults feel in control.**  **Funding was received from the Virtual School innovation fund however due to illness this training has not taken place and will be completed during the autumn term. GR&SS have attended the RRP conference and network meetings. They have met with the coordinator from Virtual School to complete an action plan**.  **All pupils have worn the appropriate uniform and PE kit throughout the year. Some positions of responsibility have been reintroduced.**  **We have refocused on being part of Springfields, showing respect for others, creating a sense of belonging to team Springfields. We have used assemblies to talk about being part of the local and global community. Picture News has been successful in getting pupils to think about responsibility and reflect on how they fit into a world picture. Assemblies have been used to discuss sportsmanship and how pupil represent Springfields out of school. Certificates have been awarded to** **those showing responsibility, sportsmanship and positive behaviour.** | | | | | | |
| **Target** | **Actions** | **Cost** | **Timescale** | **Monitoring** | **Lead** | **Evaluations** |
| **To support all pupils to behave consistently well, reducing disruptions to learning through developing *a relational and restorative* approach** | * Work in partnership with the Virtual School to introduce a relational and restorative approach to behaviour management to all staff including support staff (half day training Oct 25th 2024) * All staff to be trained in emotional coaching. Funding already received from Virtual Schools. Dr Dawn Bradley to provide training to all staff (full day 27th Nov 2024) * Introduce restorative conferencing to help resolve conflict and build relationships – training needed * Complete buddy training to enable peer on peer support * Purchase ‘buddy benches’ for KS1 and KS2 * Three members of staff to attend the 6 days RRP training with the virtual school * To attend the RRP termly network meetings. Become part of the Stone RRP network group | £1000  £1000  £1000 – supply cover | Aut 2024  Aut 2024  Spr 2025  Dec 2024  Spr 2025  Sept 2026  July 2025 | AB/  H&S Govs  GR/SS | GR/SS |  |
| Further develop a sense of belonging to the Springfields community | * KS2 to take on whole school positions of responsibility – Team captains/vice captains * Teachers to increase positions of responsibility within the class * Consult with the school council about changes in rules and procedure * Encourage the school council to make their own proposals for change * Increase the profile of the school council |  | Sept 2024  July 2025  July 2025 | AB/ Full  Govs/  LS – school council | AB/LS/  JT |  |

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| **Area of Priority – Personal development** | | | | | | |
| **Achievements from previous year –The RSE policy was reviewed. Consultation took place with staff, pupils, governors and parents. Only two families asked to be excluded from sex education due to religious beliefs. However, the announcement of a government review of RSE in schools may result in further changes and the current scheme may need reviewing. The PHSE lead attended the updates**  **The RE curriculum was audited and we follow the agreed Staffordshire syllabus. However, there is a confusion of faiths being taught especially in KS1. In future this will be restricted to one additional faith in KS1(Islam) and two faiths in KS2 (Islam/Judaism)**  **Cultural week was held in July with a workshop on Islam, African drumming, Asian anima art** | | | | | | |
| **Target** | **Actions** | **Cost** | **Timescale** | **Monitoring** | **Lead** | **Evaluations** |
| **Further develop the RE curriculum to include the introduction of other religions** | * Use the recent Ofsted briefing paper to review RE provision at Springfields * Audit the timetable to check that the appropriate amount of RE is being taught across the school * Provide staff training on the specific religions to be taught in each key stage (KS1 Christianity/ Islam, KS2 Christianity/ Islam/Judaism. * Collect together the RE resources in school and create resource boxes for each area/religion to keep in a central area. * Monitor the teaching of RE across the school, observations, pupils voice and floor books. * Assess the knowledge of the pupils regarding the different religions taught, through pupil voice |  | Dec 2024  Dec 2024  Spr- 2025  Spr – 2025  Sum 2025  Sum 2025 | TL Govs/AB | JS |  |
| **To investigate becoming a UNICEF Rights of a child school.** | * Investigate what UNICEF can offer * Visit a school that already is a UNICEF school * Complete the UNICEF audit * Gain the bronze UNICEF award | £350 | Dec 2024  April 2025  May 2025  July 2025 | Full Govs/AB | AB/JT |  |

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| **Area of Priority – Leadership and Management** | | | | | | |
| **Achievements from previous year –**  **We reviewed teacher workload looking at planning and assessments. The introduction of bought in schemes (art, WR maths, LW phonics, Spelling Shed, Sparkyard music) has reduced workload.**  **Recording assessments on spreadsheets for Headstart maths assessments and the writing of parental reports were identified as time consuming and increased workload. Through discussion it was decided that the keeping of the maths data was important to improve attainment but maybe support staff could be used to input the data. Following discussions with the governors at the curriculum meeting the personal comment was removed from the termly report. This allowed the report to be completed solely from the Target Tracker data. The end of academic report would be restricted to one sheet. Staff report that both changes reduced workload.**  **Parents evening continued online, staff report this as an efficient way to run the meetings. We also introduced ‘book looks’ each term, giving parents the opportunity to look at their children’s work. This was scheduled during staff meeting times and did not increase teacher workload.**  **Due to the need to restructure TA staffing from November, there will be less support staff hours available. This will have an impact on the workload of the teaching staff.**  **We completed the SCC H&S audit, reaching level 5.**  **Online safety monitoring systems are checked weekly by Mrs Goodfellow and incidents are followed up. The system works well.**  **ESAS documents are shared with staff on a monthly basis. We also share a monthly online safety newsletter with parents.**    **Whole school attendance is 95.5% We have communicated with parents throughout the year regarding the importance of attending school every day.**  **Attendance for SEND pupils is 90%**  **Attendance for SEND pupils with EHCP is 78%**  **Attendance for PP pupils is 90%**  **Care Club continues to be popular. We have struggled for consistent staffing.**  **We have not introduced theme days or activities.**  **We have introduced adaptive software to support some pupils with writing. Pupils have also trialled voice recognition software to record their work. Pupils enjoy writing on the computer and we tend to see an improvement in writing. Pupils are able to show their use of language, creative ideas and understanding of the different type/rules of writing. Pupils are able to write more and the writing is easier to read. We need to continue to develop adaptive teaching for writing.** | | | | | | |
| **Target** | **Actions** | **Cost** | **Timescale** | **Monitoring** | **Lead** | **Evaluations** |
| Reduce teachers work load | * Discuss workload at individual PM meetings * Review findings with teaching staff * Use proposals put forward by the DFE working party/ Workload toolbox to look at reducing unnecessary workload * Review workload at mid-term reviews * Complete staff stress risk assessment |  | July 2025 | Full Govs/AB | AB |  |
| Continue to promote the Prevent strategy across the school inc parents | * Provide training to all teaching, support staff and Governors * Share information with parents regarding PREVENT * Attend DFE updates and training for PREVENT * Revisit the teaching of British Values and use the RE curriculum to develop a better understanding of other cultures. |  | Sept 2024  Dec 2024  July 2025  July 2025 | AB/  H&S Gov | AB  EG  GR  LS |  |
| **Increase attendance from previous year for all groups** | * Improve attendance from 95% to above 97% - used DFE dashboard for latest data * Continue to communicate with parents the importance of good attendance, not taking holidays during term time, add to newsletters, send out flyers etc * Continue with attendance awards, termly for individual pupils, monthly for the best class * Use the SCC campaign “Little Hero’s” to raise the profile of attendance in school with the pupils. Using Little Hero’s introduce mystery weeks, where 100% attendance results in special certificates and stickers. * Focus attendance of low attendance groups SEND/PP pupils * Use attendance meetings to discuss how we can support parents to improve attendance and lateness * Use penalty notices and fines for pupils where attendance is below expected |  | July 2025  July 2025  July 2025  July 2025  Monthly  Monthly  Monthly | AB/FS  Full Governors | AB |  |
| **Adaptive teaching for writing** | * Provide training for staff and pupils in the use of Windows adaptive technology * Identify opportunities to use the adaptive technology especially with pupils who experience physical difficulties with writing, dyslexic, some autistic pupils * Provide laptops for SEND pupils in school where needed * Use new ipads to support writing using dictation software | £5800 – PTFA/Local organisations |  | T&L Gov/  SS | **SS** |  |

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| **Area of Priority – Quality of the EYFS** | | | | | | | |
| **Achievements from 2022-2023** - **The teaching of vocabulary is embedded in all teaching. All teaching starts with ‘star words’ to introduce and define new vocabulary. This vocabulary is modelled by all teaching and support staff. Time is given within the curriculum to revisit and practise new vocabulary.**  **All staff are aware of pupils with SEND and PP funding, they make these pupils the priority when practising new vocabulary.**  **Intervention groups are run to provide with speech and language support.**  **Parent stay and play sessions have been well attended. Parent ‘book looks’ following parent consultation meeting have also been popular.**  **During monthly parent reading sessions have given staff the opportunity to help parents log on to LW online books and to discuss how to support their children with phonics.**  **However the parents of PP/SEND pupils have been hard to engage and are often either hard to get into school or don’t continue the support once away from school.**  **Staff worked on the curriculum and reduced the amount of content being taught. The learning is sequential with clear progression and end points. The learning is based around quality literature and continuous provision.** | | | | | | | |
| **Target** | **Actions** | **Cost** | **Timescale** | **Monitoring** | | **Lead** | **Evaluations** |
| **To further develop attainment in writing by introducing dictation into the EYFS curriculum** | * Introduce the new writing curriculum The Literacy Tree into EYFS * Ensure that the dictation part of the phonics curriculum is always completed * To increase the opportunities to write * To increase the use of dictation across writing and in other subject areas * Monitor and review the teaching of writing across reception * Monitor and review the progress and attainment of the reception pupils | £500 | Sept 2024  Aut 2024  Sept 2024  July 2025  Termly  Termly | T/L Gov/AB | EG/JS/SS/JT/SC | |  |
| **To increase school readiness in Pre-school.** | * Increase the focus on the core ELG in Pre-school * Pre-school to follow the same rules as school * Pre-school day to follow a similar structure to the reception day * Pre-school to work on pupil independence – self-help and hygiene * Pre-school to support parents through newsletters, stay and play times, parent’s evenings to get pupils school ready * The EYFS teaching team to create a checklist of desirable behaviours to support pupils to be school ready * Monitor the pre-school pupil’s independence through observations * Review the progress made by Pre-school pupils on the core ELG |  | July 2025  Sept 2024  Sept 2024  Sept 2024  Monthly/termly  Spring 2025  Termly  Termly | T&L Governors/ AB/EG | SC/JT | |  |