****

**Springwood Federation’s Strategic School Improvement Plan 2024-25**

All staff, children, parents and governors share the responsibility to value, respect, care for, praise and listen to each other.  At Springwood, we endeavour to equip our learners to be able to **Stay Safe**. Through our curriculum we discuss **Treating Each Other as you wish to be Treated** and alwayspromote **Trying Your Best and Being Proud.** Therefore, we aim to develop responsible, self-regulated and self-motivated children. These are the school values which have been adopted by the school community and we seek to uphold them at all times.

**Our Curriculum Intent**

The children of Springwood rapidly develop a love of learning and are aspirational. The curriculum design channels this enthusiasm by enabling all children to progressively acquire the broad range of knowledge and skills required to enable them to problem-solve and satisfy enquiries they have about the world in which they live. All children make good progress through well-planned learning journeys which enable them to develop the confidence to respectfully reason and justify their own viewpoints and contest those of others when appropriate

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Key Objective One**  **Meeting the Needs of all our Pupils**  **Rationale**  Post Covid has shown a marked increase in the numbers of pupils requiring significant additional support. Numbers in our school are exacerbated by limited special school places and an increase in identification of SEND and EHCP requests. We need to build capacity in our school to meet the needs of these children as well as ensuring Non-SEND children make at least expected progress.  Infant Summer 2024 pupil surveys evidenced that teachers ‘give work that challenges them’ in some lessons (20%) and in very few lessons (15%)  Junior Summer 2024 pupil surveys evidenced that teachers ‘give work that challenges them’ in some lessons (34%) and in very few lessons (15%)   |  |  |  | | --- | --- | --- | | **September SEND Numbers 2024** | **January 2025** | **April 2025** | | Infants (not including EYFS) - 22% (31/92)  Juniors – 39% (86/221) |  |  | | | |
| **To improve attainment in reading, writing, mathematics and the wider curriculum so that outcomes for Non-SEND pupils at least meet the National Average at ARE and Greater Depth**  **Aspirational target over time will be for 100% of Non-SEND pupils to meet ARE.**  **We believe this will be a three-year journey (year one has been completed; we are now on our second year)** | **To improve attainment in reading, writing, mathematics and the wider curriculum so that outcomes for targeted SEND pupils meet Age Related Expectations**  **Aspirational target over time will be for 100% of SEND pupils who do not have Cognition and Learning as a Primary Area of Need to meet ARE.**  **We believe this will be three year journey (year one has been completed; we are now on our second year)** | **All children make strong progress from their individual starting points** |
| **Non SEND Pupils** | **SEND Pupils who are targeted to meet End of Year Age Related Expectations** | **SEND Pupils for whom the gap is widening** |
| **All Pupils - Combined and Reading, Writing and Maths**  By the end of EYFS: xxx, xxx  By the end of Year 1: 55%-59%, Reading 61%, Writing 61% and Maths 63%  By the end of Year 2: 54%-58%, Reading 68%, Writing 59% and Maths 68%  By the end of Year 3: 53%-59%%, Reading 65%, Writing 65% and Maths 69%  By the end of Year 4: 50%-52%, Reading 57%, Writing 57% and Maths 63%  By the end of Year 5: 52%-58%, Reading 67%, Writing, 62% and Maths 67%  By the end of Year 6: 63%-69%, Reading 73%, Writing, 73% and Maths 75% | | |
| By the end of EYFS:  In Reading, XXX of pupils to meet their ELG  In Writing, XXX of pupils to meet their ELG  In Maths, XXX of pupils to meet their ELG  By the end of Year 1:  In Reading, 83% (29/35) of pupils to meet ARE  In Writing, 83% (29/35) of pupils to meet ARE  In Maths, 85% (30/35) of pupils to meet ARE  By the end of Year 2:  In Reading, 96% (26/27) of pupils to meet ARE  In Writing, 85% (23/27) of pupils to meet ARE  In Maths, 96% (26/27) of pupils to meet ARE  By the end of Year 3:  In Reading, 94% (31/33) of pupils to meet ARE  In Writing, 91% (31/34) of pupils to meet ARE  In Maths, 94% (32/34) of pupils to meet ARE  By the end of Year 4:  In Reading, 94% (30/32) of pupils to meet ARE  In Writing, 94% (30/32) of pupils to meet ARE  In Maths, 94% (30/32) of pupils to meet ARE  By the end of Year 5:  In Reading, 97% (30/31) of pupils to meet ARE  In Writing, 87% (27/31) of pupils to meet ARE  In Maths, 94% (29/31) of pupils to meet ARE  By the end of Year 6:  In Reading, 94% (32/34) of pupils to meet ARE  In Writing, 94% (32/34) of pupils to meet ARE  In Maths, 97% (33/34) of pupils to meet ARE | By the end of EYFS:  XXX of SEND pupils to achieve ELG  By the end of Year 1 (31% SEND):  By the end of Year 2 (36% SEND):  In Reading, 24% (4/17) of pupils to meet ARE  In Writing, 18% (3/17) of pupils to meet ARE  In Maths, 24% (4/17) of pupils to meet ARE  By the end of Year 3 (36% SEND):  In Reading, 23% (5/22) of pupils to meet ARE  In Writing, 23% (5/22) of pupils to meet ARE  In Maths, 27% (6/22) of pupils to meet ARE  By the end of Year 4 (47% SEND):  In Reading, 14% (4/29) of pupils to meet ARE  In Writing, 14% (4/29) of pupils to meet ARE  In Maths, 28% (8/29) of pupils to meet ARE  By the end of Year 5 (40% SEND):  In Reading, 24% (5/21) of pupils to meet ARE  In Writing, 24% (5/21) of pupils to meet ARE  In Maths, 29% (6/21) of pupils to meet ARE  By the end of Year 6 (32% SEND):  In Reading, 33% (6/18) of pupils to meet ARE  In Writing, 33% (6/18) of pupils to meet ARE  In Maths, 33% (6/18) of pupils to meet ARE | 1.2 Children with Cognition and Learning as their Primary Need, at least one year's progress is made in every strand.  1.3 Aspirational expectations are in place for children with EHCPs. Outcomes, provision and short-term targets are understood by adults in the year team, utilised in planning and progress tracked. |
| 1.1 To use assessment trackers and Domain Analysis to plan opportunities that enable off track/not making expected progress children to close gaps in skills and understanding through:   * Assessment for Learning (including flexible grouping) * Tutoring * Retrieval Tasks * Revisiting ‘I do, We do and You do’ model * Revisiting the Marking and Feedback Policy | |

|  |  |  |
| --- | --- | --- |
| **Key Objective Two**  **Effective Leadership of Leadership and Governance**  **Rationale**  The Curriculum, English and Maths subject leaders are new to role. It is imperative that time is invested into the roles to ensure the curriculum has appropriate coverage, content, structure and sequencing so that staff are able to challenge pupils but also demonstrate that off track pupils are being planned for. | | |
| **Autumn** | **Spring** | **Summer** |
| 2.1 Revisit and develop the role of core subject leaders so they are increasingly confident in evidencing the impact of their leadership  2.2 Revisit the role of foundation subject leaders so they are increasingly confident in evidencing the impact of their leadership  2.3 Developing a ‘Palette of Provision’ for personalising learning provision to meet the needs of the most complex children  2.4 Complete a Review of Governance (self-evaluation) |  |  |

|  |  |  |
| --- | --- | --- |
| **Key Objective Three**  **To Empower our Springwood Community**  **Rationale**  School leaders are increasingly challenged to meet the needs of parents who seek their guidance and support to resolve issues that are complex in nature. Over the past few years and especially during and following COVID-19, leaders have found increasing numbers of parents seeking extensive and continuous support to fulfil core parenting expectations. Many parents also present currently as less empowered to manage their own well-being. Leaders do not always have access to the financial or human resources to meet needs. Parents need to know what schools can and cannot help with e.g. we can help with attendance, emotionally-based school avoidance and lateness but need parents to engage with the support offered by the school to make it work successfully and embrace shared expectations of their role as a parent.  Infant Summer 2024 pupil surveys evidenced that the behaviour of other pupils in my lessons is good some of the time 40% and almost never 2%  Infant Summer 2024 pupil surveys evidenced that the behaviour of other pupils around the school is good some of the time 35%  Junior Summer 2024 pupil surveys evidenced that the behaviour of other pupils in my lessons is good some of the time 33% and almost never 9%  Infant Summer 2024 pupil surveys evidenced that the behaviour of other pupils around the school is good some of the time 42% and almost never 6%  Infant Summer 2024 pupil surveys evidenced that the children take part in school activities outside of lessons, like clubs, supports, music and art sometimes 31%, not very often 12% and never 35%  Junior Summer 2024 pupil surveys evidenced that the children take part in school activities outside of lessons, like clubs, supports, music and art sometimes 15%, not very often 18% and never 24% | | |
| **Autumn** | **Spring** | **Summer** |
| 3.1 Re-launch of Back to Basics Program  3.2 Revisit and promote the school values including an emotionally appealing strapline  3.3 Provide increasing opportunities for pupils to attend after school clubs and ensure their is a fair representative of the school community (e.g. PP and SEND) |  |  |