



CORE PRIORITY	RATIONALE	ACTIONS	SUCCESS CRITERIA	WHEN	IMPACT/NEXT STEPS
<p><u>SAFEGUARDING</u></p> <p>1. For the Safeguarding team to improve practice so our record keeping for children who are not on site demonstrates that we have taken every measure to ensure their safety including obtaining the child's voice.</p> <p>2. For all staff to record allegations of bullying and to ensure that our curriculum teaches pupils how to keep themselves safe & how to report instances of bullying.</p>	<p>We have identified that some of our vulnerable pupils have persistent absence and some are not attending our school currently. We need to ensure that pupils who are not attending regularly are safe. Our record keeping needs to reflect our practice recording safe and well checks, parent meetings etc...</p>	<ol style="list-style-type: none"> 1. Improve practices & record keeping safeguarding children who are not on site, (short term, long term & modified timetable). Capturing pupil voice, accurate recording of safe & well checks & contact. 2. Support & inform parents to reduce immediate perception that their child is being bullied. Leaders monitor accurate & consistent record keeping (parent communication logs & bullying paperwork.) Ensure follow up meeting/communication with parents, victim & perpetrator happens & all voices captured. Ensure support offered to all involved in the incident. 3. To raise the profile of anti-bullying through our PSHE curriculum 4. Another focus on anti-bullying to raise awareness with stakeholder's link in with Internet Safety Day (10/2/26) as largest complaint is social media messaging, Anti-bullying learning activities & scenarios. KS2 5. The Rights Respecting team to promote anti-bullying in our school with all stakeholders. 	<ol style="list-style-type: none"> 1. The Safeguarding team will have improved practice so our record keeping for children who are not on site demonstrates that we have taken every measure to ensure their safety including obtaining the child's voice. 2. To record allegations of bullying so that our stakeholder's confidence improves in feeling that we deal with allegations of bullying effectively and timely. 3. Our curriculum will teach our pupils how to keep themselves safe & how to report instances of bullying including online. Our curriculum will change pro-actively to support our pupils in a changing world of technology. 	<p>SPR</p>	



		6. Leaders and teachers in school to take all allegations seriously informing parents of outcomes.			
<p>INCLUSION</p> <p>I. For the SENCO and inclusion team to improve practice so there are fewer weaknesses and inconsistencies in practice which would lead to a more positive impact upon our SEND pupils learning and wellbeing.</p>	<p>Leaders in school have identified this as an area for improvement as we have identified several weaknesses and inconsistencies in our practice.</p>	<ol style="list-style-type: none"> 1. Strategic plan to develop SEND provision 2. Overview of pupils' needs. 3. Inclusion of outside agencies with clear priority list. 4. SEND register and SIMs kept up to date termly. 5. Chronologies kept up to date and reports shared in the pupils' individual electronic files. 6. Effective provision plans which are reflective of Childs' needs and regular review monitored by inclusion team 7. CPD in adaptive teaching to support SEND and PP 8. Monitoring of intervention and effectiveness of these. 9. CPD for staff in SEND – adaptive teaching and specific SEND needs such as: Speech and Language. 10. Improved communication amongst staff so all aware of emerging and changing needs. 11. Improved communication with parents & opportunities to capture their voice & that of the child. 	<ol style="list-style-type: none"> 1. All leaders will be able to identify pupils' needs quickly and accurately including any emerging or changing needs. 2. Leaders will have high expectations and provide the support the children need to reduce barriers to learning and support wellbeing. 3. Leaders will take a graduated approach so that pupils' needs are generally met. 4. Staff will receive training, so they are well equipped to support the needs of the children. 5. Leaders will have a secure understanding of pupils' needs, and the progress they make. They will use evidence informed practice when deciding upon actions to take. 	<p>SPR</p>	



<p><u>CURRICULUM AND TEACHING</u></p> <p>1. For Leaders to have considered appropriate adaptations to teaching for disadvantaged pupils, notably those with SEND and EAL and that these adaptations are consistently well matched for pupils needs.</p> <p>2. To ensure that the teaching in EYFS and KSI secures the foundational knowledge and skills required by the end of KSI so they can access the next stage in their educational journey.</p>	<p>Leaders have identified that our curriculum needs to make the necessary adaptations to ensure that it is accessible for all and meets the needs of every child.</p>	<ol style="list-style-type: none"> 1. Ensure staff are knowledge about the pupils in their class and know their strengths and barriers to learning. 2. To use assessment effectively to identify gaps and provide targets support or adaptations to teaching. 3. AHT to attend ambitions course on adaptive teaching and disseminate this through a series of CPD sessions for staff. 4. Pupils new to Springfield will have a pupil profile created outlining important information – pupil voice – created by learning mentors in school and shared with wider staff team. 5. Provide staff with CPD and support with teaching pupils with EAL/new to the country and the strategies that can be used to support these children with our curriculum 6. Provide CPD in The Strong Foundation in the first years of school document. 7. To create an action plan for meeting the requirements of the above document that clearly outlines how we are ensuring our children are developing the knowledge and skills required. 	<ol style="list-style-type: none"> 1. Staff know how to identify and remove barriers so all pupils can achieve through our effective curriculum design and use evidence-informed practice to refine our provision. 2. Children’s voice will echo that they feel that they can achieve and have the support needed when they are struggling. 3. Staff know the requirements of the strong foundations document and have a clear plan of how we are going to ensure our pupils are ready for the next stage in their learning. Staff can confidently discuss actions we have taken to ensure we are meeting the needs of our children. 	<p>SPR</p>	
<p><u>ACHIEVEMENT</u></p> <p>1. Leaders are taking</p>	<p>Leaders have identified that achievement of our</p>	<p>(See Inclusion Section)</p>	<ol style="list-style-type: none"> 1. Pupils with SEND will make good progress from their starting points. 	<p>SPR</p>	



<p>appropriate action to improve the achievement of disadvantaged pupils particularly those with SEND, however currently a significant minority of these pupils do not achieve well from their starting points and have gaps in their learning hindering achievement.</p> <p>2. To improve % of Writing at HS in KS2.</p>	<p>most vulnerable pupils including those with SEND is an area of development for us as a school. Our data shows that writing at GDS is an area of improvement if we are to continue to raise standards for our pupils.</p>	<ol style="list-style-type: none"> 1. Track progress of SEND pupils and take timely and effective action where required. 2. To monitor intervention and provision to ensure having the desired impact upon standards for SEND pupils. 	<ol style="list-style-type: none"> 2. Provision for SEND pupils will improve so they are enjoying their learning and have the correct provision and scaffolds in place to enable them to achieve. 3. GDS for writing will demonstrate that more pupils have made accelerated progress to achieve these outcomes. 		
<p><u>ATTENDANCE AND BEHAVIOUR</u></p> <p>1. To improve whole school attendance so that it is at least in line with national outcomes (for all groups of pupils) and reduce persistent,</p>	<p>We recognise the impact poor attendance can have on outcomes. If we want pupils to achieve well, and catch up on 'lost learning', then they need to be in school and on time.</p>	<ol style="list-style-type: none"> 1. Analyse Spr 1 & 2 26 attendance data with Spr 1 & 2 25. 2. Embed multi-tiered system of support & a day focused approach for data. 3. Monitor all staff are taking responsibility for attendance, particularly regarding PA of PP & SEND 4. Ensure staff deepen their understanding and knowledge of 	<ol style="list-style-type: none"> 1. Achieve whole school attendance 2025-26- 94.8%. Attendance baseline improvement expectation (ABIE) is 94.1% Persistent Absence reduced to 13.5%. Authorised absence reduced to 3.7%. & Unauthorised absence reduced to 1.5% 2. PA of PP reduced to 35.86%, PA of SEND reduced to 23%, PA of LAC to remain at 0% 	<p>SPR</p>	



<p>authorised and unauthorised absence to be in line with the national average.</p>		<p>unmet need, risk & protective factors & the pedagogy of practice – SEND & disadvantaged focus.</p> <ol style="list-style-type: none"> 5. Review & establish evidence-based programmes & ensure they align to barriers of attendance. Ensure leaders & teams of staff work in alignment & focus on the actions for children they are working with- collaboration. 6. Implement DfE attendance toolkit notably notification of 10 absences. 7. Update new risk & protective factors document for each class to support inclusive attendance practice & timely actions so suitable tier 2 & tier 3 actions/ evidence-based programmes can be used. Monitor that all staff are relentless in their monitoring & update actions on register. 8. Ensure all staff have completed inclusive attendance CPD level 1. 9. Leaders monitor all staff implementation of tier 1 universal support. 10. Leaders to implement next step actions from 2nd monitoring visit 02/10/25 11. Attendance team to meet fortnightly to interrogate data & impact of tier 2 & 3 interventions. 	<ol style="list-style-type: none"> 3. Staff have a good understanding of the needs of each child and measures are put into place to support them. 		
---	--	---	--	--	--



		12. Review new reward system in place and seek stakeholder feedback.			
<p><u>PERSONAL DEVELOPMENT AND WELLBEING</u></p> <ol style="list-style-type: none"> To develop our PSHE and RHE curriculum offer to develop pupils' knowledge to keep them safe and prepare them for the next stage in their learning & life as an adult. To develop a curriculum which will develop pupils' understanding of protected characteristics, fundamental British Values and Cultural diversity. To ensure the new curriculum is 	<p>As a school we feel that our current scheme and curriculum for PSHE and RHE is outdated and not fully meeting the needs of our pupils. Therefore, a review of the scheme and an explore phase to decide upon which scheme/curriculum we need is a priority.</p>	<ol style="list-style-type: none"> Research new PSHE and RHE schemes and evaluate pros and cons so we can make an informed decision about the correct scheme for our school. To assess the budget and training needs of introducing a new scheme. Ensure new scheme of work is suited for all pupils including our most vulnerable PP & SEND. 	<ol style="list-style-type: none"> A new scheme will be put in place which better meets the needs of our pupils. Staff will be trained fully so that they can deliver quality PSHE and RHE lessons for our pupils. The scheme will be accessible through adaptations as needed for all pupils so all children can participate. 	<p>SPR</p>	



<p>an entitlement for all to ensure disadvantaged and pupils with SEND can participate appropriately with reasonable adaptations made.</p>					
<p>EARLY YEARS</p> <p>1. Children achieve well from their starting points, including disadvantaged children & those with SEND.</p>	<p>Leaders have identified that achievement of our most vulnerable pupils including those with SEND is an area of development for us as a school.</p>	<ol style="list-style-type: none"> 1. Update the existing curriculum to identify how children requiring additional support can access learning and make progress in all areas. 2. 2.Include Characteristics of Effective Learning (CoEL) on curriculum maps. 3. 3.Objectives for prime areas of learning evident on weekly planning grids and follow the progression identified on the curriculum maps. 4. 4.Staff focus on developing children's communication and language. 5. 5.Further development of the outdoor area to support the prime areas of learning (focus on PD and creating a language rich environment). 6. 6. Displays/learning walls/floor books/class-made files for children to refer to so they can recall learning and deepen understanding of previously taught skills/experiences/interactions. 	<ol style="list-style-type: none"> 1. Children achieve well from their starting points, including disadvantaged children & those with SEND. 2. Children develop appropriate knowledge & skills across the 7 areas of learning & development, relevant to their age & stage of development 	<p>SPR</p>	



<p>LEADERSHIP & GOVERNANCE</p> <p>1. All leaders in school have a clear strategic plan for their leadership area so that it is managed well so that their actions are precise and do not have weaknesses that have unintended consequences for pupils' or particular groups of pupils.</p> <p>2. Senior leaders are to work closely with other aspect leads to ensure there is timely improvement in leadership skills so that they meet the expected standard in their area. Leaders are aware of</p>	<p>Senior leaders have identified that some leaders are not having the most effective impact on the pupils outcomes.</p>	<p>1. Curriculum leader monitors the effectiveness / robustness of subject action plans in terms of improving pupils outcomes for all pupils, notably vulnerable pupils.</p> <p>1. Curriculum lead & DHT to support identified subject leads to improve leadership skills through coaching, see communication log & impact.</p> <p>2. Co- Chairs support & shadow new Governors & CPD from The Key & Governor Hub</p>	<p>1. All leaders have a clear strategic plan for their leadership area. & can demonstrate the positive impact of their actions on pupil outcomes, particularly of vulnerable pupils.</p> <p>2. CPD logs and communication records & leaders voice demonstrate how Senior leader support has enabled identified leaders to improve their leadership skills to achieve improved pupil outcomes.</p> <p>3. .New Governors understand their role so as that they can support & challenge school leaders effectively, developing effective systems for monitoring to assure themselves of the quality and impact of different aspects of the school's work & provide leaders & staff with high quality feedback to inform continuous improvement.</p>	<p>SPR</p>	
---	--	---	---	------------	--



<p>areas which need attention but must bring about sufficient change so that this area of development does not impact the outcomes for pupils.</p> <p>3. Support new Governors to understand their role so as that they can support & challenge school leaders effectively, developing effective systems for monitoring to assure themselves of the quality and impact of different aspects of the school's work & provide leaders & staff with high quality feedback to inform continuous improvement.</p>					
---	--	--	--	--	--