



## School Improvement Plan 2017 – 2018



Action Plan 1	Springfield School Improvement Plan 2017 – 2018		Training and Information			
Targets	Summary of current provision	Success Criteria	Actions	Staff	Resources	Time scale
<b>To ensure best value for money with an effective training system.</b>	There has been an excel spreadsheet showing training completed particularly for HSW areas. This requires updating with an improved system for all training. Calculation of INSET time for TAs is difficult and not clear for all contracts after staffing review.	Evidence of best value of agreed budget.  Clear and effective systems for planning and recording staff training.	<ul style="list-style-type: none"> <li>• Work with Sarah on budget for monitoring and planning. Ensure staff hours are accurate.</li> <li>• Implement system for planning and recording training / hours.</li> <li>• Liaising with Jo and Carol re TA appraisals.</li> <li>• Review feedback forms and information.</li> <li>• Impact report to governors on money and teaching / learning.</li> </ul>	TS / SL  TS / LB  TS  TS  TS  <u>Link Govs</u> <u>BC + DM</u>		Aut 17  Aut 17  Aut 17  Spring 18 Summer 18
<b>TA CPD Training and Rolling Programme</b>	A menu of skills has been devised to link to training for TAs. Teachers identified training they would be prepared to lead. Draft rota in place for training to begin. The governors have committed to a training budget to improve focus to support staff and improve learning and teaching.	To have completed effective training that is effectively implemented in classes.  Improved training opportunities and skills gained.  Feedback from staff shows impact of training.	<ul style="list-style-type: none"> <li>• Finalise training plan for next 2 years.</li> <li>• Confirm trainers – both internal and external – use of other professionals</li> <li>• Agree expectations of internal trainers regarding planning and preparation.</li> <li>• Training to take place.</li> <li>• Collate and review evaluations from each training session.</li> <li>• Review impact of training for TAs and report to Governors.</li> <li>• Identify potential trainers, giving opportunities to begin to share practice ready for programme in 18-19.</li> </ul>	TS  TS  TS  TS  TS  TS  <u>Link Govs</u> <u>BC + DM</u>		Aut 17  Aut 17  Aut 17  Ongoing  Summer 18 Summer 18  Summer 18

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Targets	Summary of current provision	Success Criteria	Actions	Staff	Resources	Time scale
<p><b>Teacher CPD and Training</b></p> <p>Increase development and sharing of expertise.</p> <ul style="list-style-type: none"> <li>Work with Sarah on budget for monitoring and planning. Ensure staff hours are accurate.</li> </ul>	<p>Some peer to peer visits started in 2017-18.</p> <p>CPD and training has been limited. The governors have committed to a training budget to improve focus to support staff and improve learning and teaching.</p> <p>School is a member of OTSA to widen SEN opportunities.</p>	<p>Peer to peer support to have developed evidence of progress towards pupil outcomes.</p> <p>Completed training that is effectively implemented in classes.</p> <p>Increase in teachers leading some training.</p> <p>Feedback from staff shows impact of training.</p>	<ul style="list-style-type: none"> <li>More peer to peer support linked to pupil outcomes and progress.</li> <li>Arrange visits and suitable feedback and evaluation time.</li> <li>Share good practice and feedback on progress on pupil outcomes.</li> <li>Plan further visits.</li> <li>Learning and Teaching Team opportunities to share expertise.</li> <li>Lead workshops for other staff.</li> <li>Attend relevant SEN training and link with other special schools.</li> <li>Consider development of Outreach training</li> <li>Identify areas of curriculum training required e.g. PECS, Intensive Interaction.</li> <li>Review impact of training for Teachers and report to Governors.</li> </ul>	<p>EL</p> <p>SLT</p> <p>EL</p> <p>SLT</p> <p>LTTs / RB</p> <p>TS / Teachers</p> <p>TS / JH</p> <p>SLT</p> <p>TS</p> <p><u>Link Govs</u> <u>BC + DM</u></p>		<p>Spring 18</p> <p>Ongoing</p> <p>Spring and summer 18</p>
<p><b>Links to Long Term Goals –</b></p> <p>A supportive and informative network for parents and carers. Pupil centred learning that focuses on independence, communication and social skills.</p>			<p>Effective teaching and learning and therefore individual progress for all pupils. Highly skilled staff who also support SEN in local schools and other provision.</p>			

Action Plan 2	Springfield School Improvement Plan 2017 – 2018		Positive Behaviour Support			
Targets	Summary of current provision	Success Criteria	Actions	Staff	Resources	Time scale
<p><b>Teachers and class staff will be trained in PBS.</b></p> <p>Longer Term Aim - 2018-2019 Incidents of concern for individual pupils are reduced.</p>	<p>Staff have received annual training in PRICE, which covers behaviour support strategies and techniques for restrictive physical intervention. The school has 2 PRICE Instructors.</p> <p>Incident data previously collated. Need to review what data is useful for staff, Governors and other agencies e.g. LA.</p> <p>Skilled individuals within school staff provide expert advice to teachers and Teaching Assistants on managing behaviours of concern.</p> <p>Positive Behaviour Support explored and 4 staff have completed initial training.</p>	<p>PBS LTT are trained and confident in PBS.</p> <p>PBS LTT are facilitating pupil meetings to discuss PBSP with class teams.</p> <p>All stakeholders are informed of the benefits of PBS.</p> <p><i>Longer Term 2018-19 - All staff will feel empowered to manage behaviours of concern positively within school and proactive strategies are in place for individual pupils.</i></p> <p><i>School has a consistent pupil centred approach to PBS. The school vision and Ethos has PBS at its heart.</i></p>	<ul style="list-style-type: none"> <li>• Clear Roles for PBS team, PRICE instructors, SLT, Line managers and class teachers relating to PBS.</li> <li>• Pupil meetings to support class teams</li> <li>• Clear agenda and format for pupil meetings.</li> <li>• Regular PBS LTT meetings</li> <li>• PBS to be a standing agenda item at SLT meetings.</li> <li>• Training for PBS coaches.</li> <li>• Review Behaviour Support Policy for Governor meeting</li> <li>• PBS Training provided to teachers and teaching assistants.</li> <li>• PBS Training for governors.</li> <li>• Analysis of behaviour data.</li> <li>• Review PRICE Instructors' certificates.</li> </ul>	<p>RB</p> <p>PBS LTT RB/KB</p> <p>RB/ PBS LTT RB / EL</p> <p>RB</p> <p>RB / PBS LTT</p> <p>RB / PBS LTT</p> <p>RB</p> <p>PBS LTT</p> <p>KB/ KW</p> <p><u>Link Gov</u> <u>JB</u></p>	<p>Class meeting time</p> <p>cover</p> <p>£1620 per person</p> <p>Teacher/TA meeting time</p> <p>Governors meeting</p> <p>Budget cost</p>	<p>12/2017</p> <p>12/2017 Ongoing</p> <p>12/2017</p> <p>1/2018</p> <p>2/2018</p> <p>3/2018</p> <p>7/2018</p> <p>7/2018</p> <p>7/2018</p> <p>Annually</p>

Action Plan 2	Springfield School Improvement Plan 2017 – 2018		Positive Behaviour Support			
<p><b>Positive behaviour support plans will be in place to proactively support pupils to improve their well-being.</b></p>	<p>Positive behaviour support plans, risk assessments, individual education plans and behaviour review documents are in place for individual pupils who display behaviours of concern.</p>	<p>More detailed Positive Behaviour Support Plans will be in place highlighting proactive strategies that will support an individual pupil and will incorporate risk assessments, individual outcomes and targets as well as behaviour review documents.</p>	<ul style="list-style-type: none"> <li>• New format for PBS plans devised.</li> <li>• Training for all staff on completing PBS and PBS plans</li> <li>• Class teams convert all PBSP to new format.</li> <li>• New PBSP Shared with parents including a letter and as part of the pupils next parents evening or annual review.</li> <li>• Evaluate impact of new PBSP</li> </ul>	<p>RB</p> <p>RB</p> <p>RB</p> <p>RB</p> <p>RB</p> <p><u>Link Gov</u> <u>JB</u></p>		<p>9/2017</p> <p>10/2017</p> <p>1/2018</p> <p>1/2018</p> <p>7/2018</p>
<p><b>Links to Long Term Goals –</b> A supportive and informative network for parents and carers. Pupil centred learning that focuses on independence, communication and social skills.</p>			<p>Effective teaching and learning and therefore individual progress for all pupils. Highly skilled staff who also support SEN in local schools and other provision.</p>			

Action Plan 3	Springfield School Improvement Plan 2017 – 2018		Writing			
Targets	Summary of current provision	Success Criteria	Actions	Staff	Resources	Time scale
<p><b>To be clear on assessments and school guidelines on writing.</b></p> <p><b>To focus on teaching and development of writing skills.</b></p> <p><b>To work with other professionals.</b></p> <p><b>To improve resources for writing.</b></p> <p><b>To share information with parents / carers.</b></p>	<p>School has been using BSquared assessments. Writing guidelines were produced in 2015. Also guidelines on P1-P3. Gross and fine motor skills assessed under PD / PSHCE.</p> <p>General agreement to review assessments especially linked to use of IT / computing.</p> <p>Writing is worked on within Literacy sessions and also some areas of physical development. Individually teachers have shared some good practice.</p>	<p>Clarity on assessments to be used this year.</p> <p>Accurate baseline assessments for pupils.</p> <p>Improved resources for writing.</p> <p>Improved teaching activities for writing and therefore progress for pupils.</p> <p>Effective support / information received from other professionals.</p> <p>Information on writing relevant to all abilities to have been shared with parents / carers.</p>	<ul style="list-style-type: none"> <li>• Re-issue writing guidelines.</li> <li>• Confirm assessment to be used this year – discuss baseline assessments.</li> <li>• Learning and Teaching Team to focus on writing and lead discussions at teacher and TA meetings during year.</li> <li>• LTT consider suitable assessments for the future and clarify current use of BSquared related to IT / computing.</li> <li>• LTT review resources available and put in request for resources.</li> <li>• Information to be shared and training / workshops to be planned during the year to link to different areas of writing.</li> <li>• Liaise with other professionals – particularly OT regarding development of hand skills / fine motor skills and suitable activities.</li> <li>• All teachers and TAs have a school appraisal target on developing writing and improving progress.</li> <li>• Writing moderation to take place.</li> <li>• Information booklet / pack to be agreed and produced for all parents / carers.</li> <li>• LTT to review SIP during the year and report to Governors at end of year outlining impact.</li> </ul>	<p>EL SLT</p> <p>LTT</p> <p>LTT</p> <p>LTT</p> <p>LTT / TS</p> <p>LTT</p> <p>Teachers / TAs</p> <p>LTT / EL</p> <p>LTT</p> <p>LTT <u>Link Gov</u> <u>WG</u></p>	<p>LTT time</p> <p>LTT time</p> <p>LTT time Budget Training time</p> <p>LTT time</p> <p>Teacher meeting</p> <p>LTT time</p>	<p>Oct 17 Nov 17</p> <p>Ongoing</p> <p>Aut 17</p> <p>Aut 17</p> <p>Ongoing</p> <p>Spring 18</p> <p>Ongoing</p> <p>Spring 18 Summer 18 Ongoing</p>
<p><b>Links to Long Term Goals –</b> A supportive and informative network for parents and carers. Pupil centred learning that focuses on independence, communication and social skills. An exciting and relevant curriculum</p>			<p>Effective teaching and learning and therefore individual progress for all pupils. Highly skilled staff who also support SEN in local schools and other provision</p>			

Action Plan 4	Springfield School Improvement Plan 2017 – 2018		Geometry			
Targets	Summary of current provision	Success Criteria	Actions	Staff	Resources	Time scale
<p><b>To focus on teaching and development of geometry.</b></p> <p><b>To trial new assessments for geometry.</b></p> <p><b>To improve resources for geometry.</b></p> <p><b>To share information with parents / carers.</b></p>	<p>During 2016-2017 the Learning and Teaching Team worked on reviewing the curriculum and assessment for Maths.</p> <p>The team issued a new rota for Maths coverage for Key Stages 1 – 3.</p> <p>Maths is assessed using BSquared and this will continue for this academic year.</p> <p>Maths is a key area of the curriculum across the school. Geometry strand only slightly below progress in other strands.</p>	<p>Clarity on curriculum and progressive guidance.</p> <p>Improved resources for geometry.</p> <p>Improved staff knowledge and learning activities for geometry and therefore progress for pupils.</p> <p>Effective support / information received from other professionals.</p> <p>Information on Maths relevant to all abilities to have been shared with parents / carers.</p>	<ul style="list-style-type: none"> <li>• Maths Policy to be reviewed and agreed by Governors.</li> <li>• Maths action plan to be updated.</li> <li>• Review possible new assessment systems for Maths considering outcomes from the Rochford Review.</li> <li>• Trial assessment and report impact.</li> <li>• Learning and Teaching Team to focus on geometry and lead discussions at teacher and TA meetings during year.</li> <li>• Information to be shared and training / workshops to be planned during the year to link to geometry.</li> <li>• LTT review geometry resources available and put in request for resources.</li> <li>• Geometry moderation to take place.</li> <li>• Information to be shared with parents / carers is agreed and delivered.</li> <li>• LTT to review SIP during the year and report to Governors at end of year outlining impact.</li> </ul>	<p>JH / LTT</p> <p>LTT</p> <p>JH / LTT</p> <p>JH</p> <p>LTT</p> <p>LTT / TS</p> <p>LTT</p> <p>LTT / EL</p> <p>LTT</p> <p>JH / LTT</p> <p><a href="#">Link Gov</a> <a href="#">PB</a></p>	<p>LTT time</p> <p>LTT time</p> <p>LTT time</p> <p>LTT time</p> <p>LTT time</p> <p>Budget</p> <p>Teacher meeting</p> <p>LTT time</p>	<p>Nov 17</p> <p>Nov 17</p> <p>Spring 18</p> <p>Summer 18</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring 18</p> <p>Spring 18</p> <p>Summer 18</p> <p>Ongoing</p>
<p><b>Links to Long Term Goals –</b></p> <p>A supportive and informative network for parents and carers. Pupil centred learning that focuses on independence, communication and social skills.</p> <p>Effective teaching and learning and therefore individual progress for all pupils. Highly skilled staff who also support SEN in local schools and other provision.</p>						

Action Plan 5	Springfield School Improvement Plan 2017 – 2018		Review of Assessment Systems			
Targets	Summary of current provision	Success Criteria	Actions	Staff	Resources	Time scale
<p>To review assessment practice in light of national changes and the Rochford Review recommendations.</p>	<p>Systems currently used include BSquared, collation of IEP Targets and EHCP Outcomes, Letters and Sounds Phonics and PECs.</p> <p>School has agreed to continue to use Progression Guidance for 17-18.</p> <p>School works very closely with the Oxon Special Schools' Data User Group and there is agreement to focus on the Rochford Review and assessment this year.</p> <p>New annual review report from September 2016 increased focus on progress and linking IEPs to Outcomes – this works well and is to continue.</p>	<p>A new assessment system is in place at the start of the 18-19 academic year for the main areas of the curriculum.</p> <p>Staff have been involved in the discussions around reviewing assessment and possible new systems.</p> <p>New system[s] to have been trialled with some pupils.</p> <p>Improved consistency of approach is using EHCP outcomes and IEPs to measure progress.</p>	<ul style="list-style-type: none"> <li>Fully research and consider the Rochford Review and its recommendations alongside recommendations from other professionals and SEN experts. Share with relevant staff.</li> <li>Meet with Data User Group [DUG] and College for discussions and consider ways forward. Work with other colleagues and gain information on National changes.</li> <li>Evaluate a range of assessment options including for KS 4 and ensuring a continuing focus on EHCP outcomes and IEP targets. Explore pupil's self-assessment and how this is included.</li> <li>Discuss options with teaching team ensuring clarity on how to evidence assessments and progress.</li> <li>Ensure consistency of approach in setting good quality outcomes and IEPs.</li> <li>Trial a new system with some pupils / classes.</li> <li>Evaluate system that has been trialled.</li> <li>Share information with teaching team.</li> <li>Agree on assessment systems to be in place for September 2018.</li> <li>Produce an action plan on developing other forms of assessment is required in 18-19.</li> </ul>	<p>EL</p> <p>EL / ZD</p> <p>EL / ZD / JH</p> <p>EL / ZD / JH</p> <p>SLT</p> <p>ZD / JH</p> <p>EL / ZD / JH</p> <p>SLT</p> <p>EL / ZD / JH</p> <p><a href="#">Link Gov KS</a></p>		<p>Aut 17</p> <p>Aut 17 Spring 18</p> <p>Aut 17 Spring 18</p> <p>Spring 18</p> <p>Spring 18 Mar / April 18 May 18 June 18 June 18</p> <p>July 18</p>
<p><b>Links to Long Term Goals –</b> Pupil centred learning that focuses on independence, communication and social skills.</p>			<p>Effective teaching and learning and therefore individual progress for all pupils. Comprehensive and accurate assessment, target setting and monitoring.</p>			