

**School Evaluation and Development Plans June 2021**

**Contextual information**

Springfield School is a generic primary Special School meaning we provide education for children with a range of needs. The School has particular expertise in working with children who have severe learning difficulties including those with communication difficulties, Autistic Spectrum Disorder and complex needs, and those with moderate learning difficulties. The school provides education to over 60 children aged between 4 and 11. The school is organised through a combination of chronological age, key stage groups and learning needs. The majority of children live in or close to Leek however the school also takes placements from across Staffordshire Moorlands and Stoke on Trent. The school is part of the Manor Hall Academy Trust and forms a partnership with the Meadows School, a generic secondary Special School.

The school provides a safe, welcoming and nurturing environment to children, families and visitors. A place where children feel safe to take risks, to learn about the world around them and most importantly to learn to communicate. The development of communication, in its different forms, is a priority across the school. However, the school also provides a broad and enriched curriculum.

The school is a family and relationships are open and honest. The school works with families to provide the very best experience for every child in their time at Springfield. Aiming to support families, at the earliest opportunity, to help children progress in their learning. The school provides high quality teaching and learning but often children need far more than that to be ready for the next stage in their education. To support this preparation, the school has set up a Family Resource Base which provides support and guidance for all our families in coping with the challenges of bringing up a child with SEND.

**Vision**

We have 7 school aims incorporating celebrating success, delivering a broad and balanced curriculum, keeping pupils safe to make positive progress, nurturing emotional development.

1. To prepare pupils for the next stage in their education
2. To provide holistic care and support in partnership with parents/carers and inter-agency co-operation.
3. To celebrate success
4. To deliver a broad and balanced curriculum
5. To nurture emotional development
6. To keep pupils safe and secure to enable positive progress
7. To help pupils make informed choices

Our whole ethos is underpinned through engagement in education through tailored and personalised programmes of study.

**Evaluation Overview**

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| --- | --- | --- | --- |
| Quality of Education | Good | Personal Development | Good |
| Behaviour and Attiitudes | Good | Leadership and management | Good |
| Early Years | Good | Overall Effectiveness | Good |

**The Quality of Education is judged to be GOOD**

Intent

* The Recovery Curriculum at Springfield School aims to enable our pupils to continue to develop their emotional resilience; developing their self-regulation and learning how to learn in a school environment once again following the COVID -19 pandemic.
* Prior to lockdown, leaders implemented a curriculum that is designed to give all pupils the knowledge and cultural capital they need to succeed in life. This is based on the national curriculum.
* The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
* The curriculum is adapted to meet the needs of pupils with SEND but is ambitious, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
* Pupils study the full curriculum; it is not narrowed.
* The school has a focus on developing communication for all its children and believes that it is individual, there is no one strategy or approach that fits all.

Implementation

* The Recovery Curriculum is personalized and has a focus on: mental health and wellbeing, safety needs and reconnection with hygiene procedures related to Covid, Identifying engagement factors, routine and respect, relationship building
* Teachers have good knowledge of the subjects they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
* There is particularly strong leadership of Literacy and Mathematics.
* Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
* Teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
* Teachers and leaders use assessment well, for example they help pupils embed and use knowledge, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
* Teachers create an environment that focuses on pupils.
* The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – are beginning to reflect the school’s ambitious intentions. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning.
* The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
* Reading is a priority for many pupils and for others communication is the clear priority.
* The school has a rigorous and sequential approach to the reading curriculum and development of communication. Reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading book resources have been improved to ensure they are matched to the phonics knowledge of pupils.
* There is a focus on ensuring that younger children for whom it is appropriate gain phonics knowledge and the language comprehension necessary to read, and the skills to communicate.
* Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

* Pupils develop knowledge and skills across the curriculum and, as a result, achieve well.
* Pupils are ready for the next stage of education. They have the knowledge and skills they need. Pupils with SEND achieve the best possible outcomes.
* Pupils’ work across the curriculum is of good quality.
* Pupils communicate effectively, for those that it is appropriate they read widely and often. They are able to apply mathematical knowledge, concepts and procedures.

**How evidence is gained to inform judgements**

* Progress towards achieving The Education Health Care Plans (EHCP) outcomes
* Progress information gained from Evisense
* Progress in structured schemes
* Progress in communication plans
* Progress in behaviour support plans
* Feedback from parents and carers, visitors and specialists, visiting professionals.
* Learning walks, lesson visits and formal lesson observations by senior leaders, governors, education consultant(s)
* Structured and informal lesson observations and an analysis of impact of feedback
* Paired observations and learning walks (subject / aspect leaders and SLT paired with teachers)
* Governor visits and paired observations with external education advisers / inspectors.
* Parent’s comments - at EHCP meetings, parent’s evenings, Home/School diaries and parent questionnaires

**To develop and to be outstanding the following priorities need to be addressed:**

To further develop the engagement curriculum incorporating the new EYFS framework

To ensure gaps in phonological development and reading are closed

**The quality of education will be judged as better when:**

The Springfield School engagement curriculum if fully embedded

High quality teaching and precise interventions are evident in closing gaps in reading, phonological development and communication

**Behaviour and attitudes is judged to be GOOD:**

The behaviour and attitudes of the children at Springfield School are exemplary. Relationships are at the core of everything the school does. Relationships among children, families and the staff reflect a positive and respectful culture; children are safe and they feel safe. The school leaders, staff, parents and children think of themselves as part of a family and as a result actively support one another.

The school has high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils’ positive behaviour and conduct. Low-level disruption is not tolerated and pupils’ behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.

Fixed-term and internal exclusions are extremely rare but when required are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. There have been no permanent exclusions.

**How evidence is gained**

* An analysis of recorded incidents
* Evaluation of the impact of specific plans to support individual learners
* Safeguarding audit (including regular monitoring of the Single Central Record)
* Monitoring of Restrictive Physical Intervention (RPI) book
* Case studies identifying the impact support has for individual learners and their families
* Governor’s annual audit of safeguarding polices and practice
* Virtual School Self Evaluation
* Monitoring of attendance
* Monitoring of exclusions
* Monitoring of incidents of bullying
* Monitoring of racial incidents
* Health and safety audit
* Focused learning walks / Lesson observations / Informal lesson visits
* Feed-back from psychologists, therapists and visitors
* Feed-back / reports from LA officers
* Feed-back / reports from SIP and other educational consultants
* Views of parents and carers
* Views of learners
* Feedback from governor visits

**To develop and to be outstanding the following priorities need to be addressed:**

To maintain the positive attitudes to reading

**Behaviour and Welfare will be better when:**

A love of reading is evident with pupils and families

**Personal Development is judged to be GOOD:**

Springfield school believes its responsibility to educate children goes far wider than academic progress. The personal development of children is fundamental to what the school does and is evident in the outstanding behaviour and attitudes. The family support team and wide range of enrichment activities are two examples of how the school puts significant resource into supporting children to become confident and successful young people ready for the move to secondary school.

The school provides a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests. Pupils appreciate these and make good use of them. The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Children are able to take part in a residential trip and many different clubs and activities Opportunities for pupils to develop their talents and interests are of exceptional quality. There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.

The curriculum extends beyond the academic and provides for pupils’ broader development. The school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality. The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character to cope with the transition to secondary school. The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

**How evidence is gained**

* Focused learning walks / Lesson observations / Informal lesson visits
* Feed-back from psychologists, therapists, visitors, LA officers, community groups
* Feed-back / reports from SIP
* Views of parents, informal, questionnaires and comments at consultation and review meetings
* The views of learners.
* Feedback from governor visits
* Children Looked After reviews
* Virtual School Self Evaluation

**To develop and to be outstanding the following priorities need to be addressed:**

The school needs to ensure these rich experiences are delivered in a coherently planned way, particularly through extra-curricular activities.

**The quality of education will be judged as better when:**

Extra-curricular activities are linked to EHCPs

**Leadership and Management is judged to be GOOD:**

Leaders at every level of the school know the children and their families. Leaders continuously seek to communicate, listen and understand the challenges children and families face. The leadership team has adapted to meet the challenges of the day and continue do the very best for every young person. Aspiring leaders are given the opportunity to develop and as a result there is strong leadership and talented aspirational teachers. The school has made good use of apprenticeships and has also supported teaching assistants to become teachers.

Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. Leaders understand the needs of the children in Springfield and have planned and implemented a curriculum that supports children and young adults in their successful return to school. Leaders focus on preparing the children for the transition to secondary school. They also understand the importance of supporting the mental health and well being of young people.

Leaders focus on improving teachers’ subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.

Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. Leaders protect staff from bullying and harassment. Leaders ensure that teachers receive focused and highly effective professional development. Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. Staff consistently report high levels of support for well-being issues. Leaders also engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.

Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ duty and safeguarding.

The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

**How evidence is gained:**

* Evaluation of progress made against targets in the school development plan
* Feedback from staff questionnaire
* Feedback from parent questionnaire
* Analysis of the quality of teaching and learning
* Analysis of learner progress against their ECHP outcomes
* Evaluation of how governors hold the school to account
* External evaluations including: SIP; OfSTED
* Analysis of progress made by teachers in meeting performance management targets
* Evaluation of training and professional development activities and their impact on learning and outcomes
* Benchmarking use of resources / financial planning
* Minutes of staff steering group
* Minutes of governor’s meetings
* Safeguarding report to governors
* Training records for staff and governors
* External quality assurance, quality marks, LA health and safety audit, Virtual School’s report

**To develop and to be outstanding all the following priorities need to be addressed:**

To develop aspiring subject leaders

To review the effectiveness of the LAB structure

**The quality of leadership and management will be judged as better when:**

There is strong leadership at every level

The LAB continues to be highly effective

**Early Years is judged to be GOOD:**

Intent

* Leaders have adopted an Early Years curriculum that is designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
* A new curriculum has been implemented which is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
* There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively including phonics where appropriate, which gives them the foundations for future learning.
* The school’s approach to teaching early reading and synthetic phonics is being implemented, it is systematic and ensures that all children, for whom it is appropriate, learn to read words and simple sentences accurately.

 Implementation

* Children benefit from meaningful learning across the curriculum.
* Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. The majority of staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
* Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
* Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
* Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
* Staff have created an environment that supports the intent of the curriculum.
* The curriculum and care practices promote and support children’s emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children’s needs.
* Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
* Staff provide information for parents about their children’s progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child’s learning at home, including detail about the school’s method of teaching reading and how to help their children learn to read.

Impact

* Children develop knowledge and skills across the seven areas of learning. Where appropriate children are developing their vocabulary and use it across the EYFS curriculum. Where it is to be expected, children use their knowledge of phonics to read accurately.
* Children are ready for the next stage of education. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on.
* By the end of Reception, children, for whom it is appropriate to expect it, are developing the personal, physical and social skills they need to succeed in the next stage of their education.
* Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs. Children develop their vocabulary and understanding of language across the seven areas of learning.
* Children demonstrate their positive attitudes to learning through high levels of curiosity and enjoyment. Children are developing their resilience to setbacks and take pride in their achievements.
* Children are beginning to manage their own feelings and behaviour, some understand how these have an impact on others. Some are developing a sense of right from wrong.
* The EYFS curriculum provides no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff
* Children are highly motivated and are eager to join in. They share and cooperate well. Children consistently keep on trying hard, particularly if they encounter difficulties.

**How evidence is gained to inform judgements**

* Progress towards achieving The Education Health Care Plans (EHCP) outcomes
* Progress information gained from Evisense
* Progress in structured schemes
* Progress in communication plans
* Progress in behaviour support plans
* Feedback from parents and carers, visitors and specialists, visiting professionals.
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* Parent’s comments - at EHCP meetings, parent’s evenings, Home/School diaries and parent questionnaires

**To develop and to be outstanding all the following priorities need to be addressed:**

To further develop the engagement curriculum incorporating the new EYFS framework

**The quality of the Early Years will be judged as better when:**

The Springfield School engagement curriculum if fully embedded

 **Overall Effectiveness is judged to be GOOD:**

The quality of education is good.

All other key judgements are good

Safeguarding is effective.

**Priorities to be addressed to be outstanding:**

To further develop the engagement curriculum incorporating the new EYFS framework

To ensure gaps in phonological development and reading are closed

To maintain the positive attitudes to reading

The school needs to ensure these rich experiences are delivered in a coherently planned way, particularly through extra-curricular activities.

To develop aspiring subject leaders

To review the effectiveness of the LAB structure

**We will achieve these when:**

The Springfield School engagement curriculum if fully embedded

High quality teaching and precise interventions are evident in closing gaps in reading, phonological development and communication

A love of reading is evident with pupils and families

Extra-curricular activities are linked to EHCPs

There is strong leadership at every level

The LAB continues to be highly effective



**Quality of Education**

To further develop the engagement curriculum incorporating the new EYFS framework

To ensure gaps in phonological development and reading are closed

**Effectiveness of Leadership and Management**

To develop aspiring subject leaders

To review the effectiveness of the LAB structure

**School Improvement Plan Overview**

**2021-2022**

**Health and Safety, Premises**

To ensure the safety of the swimming pool

**Personal Development**

Consider more fully the knowledge and skills that pupils will acquire in all curriculum activities including extra-curricular activities

**Behaviour and Attitudes**

To maintain the positive attitudes to reading