

School Improvement Plan 2025-26

This School Improvement Plan for 2025 to 2026 is an overview of Springfields First School's improvement priorities. This plan has been produced following the evaluation of the previous improvement plan for 2024-2025. The plan uses the 2025 statutory data, the schools own 2024-2025 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 – The Literacy Tree has been introduced across the school from Sept25 following trials in KS2. Grammar is now taught within the writing lesson providing purpose. The texts used within The Literacy Tree scheme have really engaged and inspired pupils. This has also increased reading for pleasure. Lessons are better structured with the skills needed for writing being taught daily. Writing stamina has improved. Expectations in writing have increased along with pupil attainment. Pupil voice indicates an increase in enjoyment in English lessons. Pupils want to write and there is better pupil engagement. Moderation with two other schools showed writing was of a good standard and confirmed assessments were correct. Wendy Wheldon (SIP) came in and reviewed writing – saw good standards in KS2/Yr2 – discussed dictation to transcription in Rec/Yr1. There is a noticeable enjoyment in writing for pupils and teaching writing for staff. Half of the support staff have completed adaptive teaching training (rest to complete Aut 25) Expectations remain high. Pupils are taught in the class with support. Some interventions take place, although lack of available staff sometimes makes delivery inconsistent. Staff are using word processing used to support writing SEND progress continues however the gap between SEND and non-SEND is increasing in all core areas except writing The Teaching Hub for computing closed due to funding, however Mrs Aston had attended training before the scheme was closed on the implementation of the scheme of work. The scheme was introduced across the school and had a positive impact on pupil skills. Fluency Bee introduced across KS1/KS2. Increased fluency of basic facts in addition/subtraction/multiplication/division through the use of Fluency Bee Initially met with some resistance from more able Year 4 who felt they did not need to practise. However, with a lot of explaining eventually most understood the value of rapid recall. Pupils enjoy using TT Rockstars to develop quick recall of multiplication facts Pupils demonstrate a good mathematical attainment and recall of basic facts has improved						
Target	Actions	Cost	End Timescale	Monitoring	Lead	Evaluations
To consolidate dictation in EYFS/Yr1 leading to more pupils becoming automatic transcriber by the beginning of Yr2	<ul style="list-style-type: none"> Use the DFE Writing Frame document to review writing in EYFS/Yr1 Research how to use dictation successfully to develop writing EYFS to focus on letter formation, use of phonics to spell and remembering sentences Yr1 to focus on punctuation, developing memory to remember what to write, writing on lines with automatic correct letter formation 		Sept 2025 Dec 2025 Aut term 2025 July 2026	Curriculum Governors/HT	LS	

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	<ul style="list-style-type: none"> Provide training for all EYFS staff in how to teach writing through dictation Review the timetable to include opportunities to practise writing skills every day Provide training for all Yr1 staff to understand how dictation will help pupils become automatic transcribers Monitor how dictation is developing writing in EYFS/Yr1 each term Provide writing exemplars for the end of EYFS and Yr1 		Jan 2026 Sept 2025 Jan 2026 July 2026 July 2026			
To review the curriculum of the foundation subjects – following the September 2025 Curriculum Review	<ul style="list-style-type: none"> Use the Curriculum Review Sept 25 to review the Springfields Curriculum The key areas of focus – A system that works for all pupils – SEND/ socio-disadvantaged ensuring equity and inclusivity (equity at Springfields/adaptive teaching) <p>Review the structure and content of the curriculum. A knowledge rich and relevant curriculum emphasising core subjects math, science, humanities (cognitive overload, memory skills, questioning/small</p>		Sept 2025 – on ward throughout the year Refine plan once more detail of the report is known	Curriculum Governors/HT	HT	

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	<p>steps/models/scaffold/check understanding)</p> <p>Providing a curriculum 'fit for the future' addressing challenges and opportunities presented by rapidly technological and social change including digital literacy/sustainability</p> <p>Focus on skills-based learning, including critical thinking, problem solving and digital literacy (metacognition)</p> <ul style="list-style-type: none">• Review the Springfields assessment system		July 2026		
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Area of Priority – Behaviour and Attitudes
<p>Achievements from previous year –</p> <p>Mrs Bagnall/Mr Rammell/Ms Stevenson have between them attended the 5 days of RRP School training, one day is left to complete in September. All staff have received some RRP training, teaching staff more than TA staff. High quality Emotional Coaching training was completed by all staff. This was very good training and supported the move to RRP. In the Spring term restorative conferencing has been successfully introduced. Pupils respond to being given a voice in the process</p> <p>PTFA/Parents/Pupils painted the existing benches to make friendship benches. Pupil's still need to complete buddy training. Mr Rammell visited a school with good RRP, follow the visit we introduced coaching circles from May 25</p> <p>RRP has had a really positive impact on relationships and communication across school have improved.</p> <p>Team captains and positions of responsibility embedded across the school. Recognition boards to promote behaviour and class team work are in all classes. Becoming at Rights Respecting school has raised the profile of the school council. They have presented to the whole school but still need to meet with Governors. The school council will continue to play a central role in the RRS silver award process. We also need to give pupils the skills to discuss their rights and to fully understand how rights affect everyday life.</p>

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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	<ul style="list-style-type: none"> Work in partnership with the Virtual School to develop a relational and restorative approach to behaviour management to all staff including support staff gaining the bronze RRP award Consolidate restorative conferencing to help resolve conflict and build relationships – training needed Develop emotional literacy through the use of coaching circles to support pupils in verbalising their emotions and needs Complete buddy training with a group of pupils to enable peer on peer support Develop a Reflective Room to provide a dedicated space to support RRP work, together with ELSA support and other holistic support (LEGO therapy) To train an ELSA support mentor – providing emotional support for pupils To attend the RRP termly network meetings. Become part of the Stone RRP network group 	£1000 £500 Cost covered by Virtual School through RRP for first year	July 2026 INSET Oct 25 July 26 Apr 2026 Sept 202 Completed July 2026	HT/GR H&S Govs	GR/HT	

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Area of Priority – Personal development							
Achievements from previous year –							
<p>The RE timetable has been audited; all pupils consistently meet the expected hours for RE in the curriculum. The Oak Academy has successfully been used to teach about other religions. RE teaching has moved to using the Oak Academy curriculum, where units are not available ENTRUST/Natre planning are used. The coordinator has completed some monitoring. Pupil voice shows pupils are less confused about different religions</p> <p>The UNICEF audit was completed, the bronze award was gained in June 25 and the action plan for the silver award has been written. We plan to visit a gold school in the Aut term</p>							
Target	Actions	Cost	Timescale	Monitoring	Lead	Evaluations	
To investigate becoming a UNICEF Rights of a child school.	<ul style="list-style-type: none"> Visit a school that already is a UNICEF gold award school Complete the UNICEF silver action plan Gain the silver UNICEF award 		May 2026	Full Govs/HT	HT		
Review the teaching of RSE	<ul style="list-style-type: none"> Review the teaching of RSE in light of new guidance Review the Springfields PSHE/RSE curriculum, bringing it in line with new guidance Attend Staffordshire PHSE network meetings Provide training on new guidance for all staff Implement the RSE changes ready for Sept 2026 		Sept 2025 May 2026 Termly July 2026	JT/HT	JT		

Area of Priority – Leadership and Management							
Achievements from previous year –							
<p>Staff questionnaire very favourable. Staff enjoy working at Springfields. Staffing has been stretched especially when I was supporting All Saints. The use of The Literacy Tree and the introduction of Oak Academy curriculum for some foundation subjects has reduced workload.</p> <p>School attendance increased to 96.3%. However, SEND/PP attendance is still lower, but there has been noticeable improvements for some pupils. Persistent absentees are parent led and not pupil led. We continue to communicate with parents via the newsletter and with pupils during assemblies about the need for good attendance. We celebrate good attendance with monthly, termly and yearly awards. Once again we have signed up for the SCC Little Hero campaign for attendance. We have held parent meetings and sent out letters for pupils with attendance below 90%. Penalty notices have been used with parents taking holidays.</p>							

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Target	Actions	Cost	Timescale	Monitoring	Lead	Evaluations
To ensure a smooth transition to a new school leader	<ul style="list-style-type: none"> Arrange hand over meetings Create a spreadsheet of yearly activities at Springfields List all passwords/log in which will need changing 		Dec 2025	Full Govs	AB	

Area of Priority – Quality of the EYFS						
Achievements from 2024-2025 -						
<p>The Literacy Tree was introduced but it complicated by the mixed reception/Yr1 classes. Following conversations with the HMI at All Saints First School, we decided to use dictation across reception/Yr1 as the way to teach writing. The expectation was that by the end of Yr1 all pupils should be able to write a grammatically correct sentence, punctuated with capital letter and full stops. By the end of Yr1 pupils should be ready to move quickly from dictation to transcription in Yr2. This is echoed in the The Writing Framework guidance released by the DFE July 2025. Monitoring against other local schools showed that we completed more dictated writing in reception and Yr1 than other schools.</p>						
<p>Through the use of the DFE School Readiness document we have developed non-negotiables:</p> <p>Independence including toileting</p> <p>Name writing</p> <p>Good sitting/listening</p>						
<p>Pre-school followed a regular daily timetable which mirrors aspects of reception class timetable allowing smooth transition. There is closer liaison between Pre-school and reception class staff. All staff are aware of the non-negotiables and expectation have been raised. We need to increase communication with parents, this was highlighted on the parent questionnaire.</p>						
Target	Actions	Cost	Timescale	Monitoring	Lead	Evaluations
To further develop attainment in writing by introducing dictation into the EYFS curriculum	<ul style="list-style-type: none"> Use the DFE Writing Frame document to review writing in EYFS/Yr1 Focus on correct letter formation and placement 		Sept 2025 Dec 2025	Curriculum Governors HT	JS	

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	<ul style="list-style-type: none"> • Provide training for all staff on how to deliver dictation • Ensure that the dictation part of the phonics curriculum is always completed • Provide daily writing lessons/opportunities • Further develop 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 		Nov 2025 Sept 2025 July 2026 July 2026			
To increase school readiness in Pre-school.	<ul style="list-style-type: none"> • Increase the focus on the core ELG in Pre-school • Pre-school to work on pupil independence – self regulation, emotional literacy, self-help and hygiene • Pre-school to increase communication with parents through newsletters, blogs, stay and play times, parent's evenings to get pupils school ready • Monitor the pre-school pupil's independence through observations • Review the progress made by Pre-school pupils on the core ELG 		Sept 2025 July 2026 Dec 2025 July 2026	Curriculum Governors HT/EG	SC/JT	