

School Improvement Plan 2026-27



Achieving Excellence Together

This School Improvement Plan for 2026 to 2027 is an overview of Springfields First School's improvement priorities. This plan has been produced following the evaluation of the previous improvement plan for 2025-2026. The plan uses the 2026 statutory data, the schools own 2025-2026 internal tracking and the findings of our last Ofsted inspection. The staff leading each priority will complete detailed individual plans.

Key Priorities in 2026-27	Ofsted links	Staff member responsible	Governor responsible
Priority 1: Develop a highly effective leadership team and governing body that work collaboratively to drive school improvement, ensure accountability and secure the best possible outcomes for all pupils.	Leadership and Governance Inclusion	EG/GR	All Governors Emily Braverman
Priority 2: Develop confident, articulate and independent learners by embedding high-quality oracy and executive function strategies across the curriculum, enabling all pupils, including those with SEND to communicate their thinking, regulate their learning, solve problems and apply knowledge effectively.	Curriculum & Teaching, Achievement, and Inclusion Early Years	LS/EG	Rachel Brookes Gary Anderson
Priority 3: Improve outcomes for all in handwriting and writing with appropriate adaptations made for SEND and disadvantaged pupils.	Curriculum & Teaching, Achievement, and Inclusion Early Years	EG/GR/SS	All Governors
Priority 4: To further support all pupils to behave consistently well, reducing disruptions to learning through continuing to develop a relational and restorative approach.	Attendance & behaviour and inclusion	EG/GR/SS	Gary Anderson
Priority 5: Enhance the personal development and wellbeing of all pupils through a rich programme of enrichment opportunities, pupil leadership, rights-respecting practices and wider learning experiences, enabling all children to become confident, resilient, responsible and active members of their community.	Personal Development and Wellbeing Inclusion	GR/SS	All Governors
Priority 6 (EYFS): To establish confident, independent writers through a consistent approach to handwriting and dictation, ensuring that all children, including those with SEND, acquire the foundational transcription skills, fine motor control, language and phonics knowledge needed to communicate their ideas successfully.	Early Years Inclusion	EG/LS/SS	Rachel Brookes Gary Anderson

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Area of Priority 1 – Leadership & Governance, and Inclusion

Achievements from previous year –

The previous Headteacher left in December 2026 and the Deputy Head took over as Acting Head. An Assistant Head was appointed internally. Governors have agreed to become associate members of KET (a local Trust) to suit the future needs of the school. Handover meetings were held and the transition between school leaders has been smooth and the whole school community has been supportive during the period of change. Staff, children and parents have been supported and expectations have remained consistently high.

Target	Actions	Success Measure	End Timescale	Monitoring	Lead	CPD/Research	Cost
Develop a highly effective leadership team and governing body that work collaboratively to drive school improvement, ensure accountability and secure the best possible outcomes for all pupils.	- Review and clarify leadership roles, responsibilities and lines of accountability. - Develop leadership capacity through coaching, mentoring and professional development as associate members of KET and using the ECM SIP - Develop leaders' skills in self-evaluation, monitoring and school improvement planning. - Review governor roles and committee structures to ensure effective challenge and support. - Implement a programme of governor monitoring visits linked to school improvement priorities. - Provide regular governor training, particularly for new Governors	Leaders and governors can demonstrate measurable impact on school improvement priorities through effective monitoring, evidence-informed decision-making and improved outcomes for all pupils, particularly SEND and vulnerable learners	Dec 2026	HT/AHT/Chair of Goves/KET Trust/ECM SIP	EG/GR/Chair of Governors/Governors	EEF Guide for School Governors and Trustees	£500 ECM per term
			July 2027	HT PM review		Schoot courses	£900 approx
			July 2027				
			Dec 2026				
			Dec 2026				
			July 2027				

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Area of Priority 2 – Curriculum and Teaching, Achievement and Inclusion

Achievements from previous year –

The Springfields Curriculum has been reviewed with a focus on ensuring equity and inclusivity. A knowledge rich curriculum emphasising core subjects, Maths, Science and humanities has been produced. The curriculum has been designed to be 'fit for the future' addressing challenges and opportunities presented by rapidly technological and social change including digital literacy/Sustainability. A focus on skills base learning including problem solving, critical thinking and digital literacy (metacognition) has been created. Interventions have taken place but these have been hindered by lack of staff at times, so impacts have been limited. Achievements are good – GLD of 76.7%; Phonics - 87.5% and average score of the multiplication check is 21.8 with 56% scoring top marks.

Target	Actions	Success Measure	End Timescale	Monitoring	Lead	CPD/Research	Cost
Develop confident, articulate and independent learners by embedding high-quality oracy and executive function strategies across the curriculum, enabling all pupils to communicate their thinking, regulate their learning, solve problems and apply knowledge effectively.	- Develop a Whole-School Framework for oracy - Develop a Whole-School Framework for executive function - Plan CPD focussing on high-quality interactions, explicit vocabulary instruction, executive functioning and metacognition, cognitive load and scaffolding. Use EEF CPD training materials. - Continue to establish classrooms that develop independence - Strengthen adaptive practice and inclusion – pre teach vocab, use of sentence stems, visual supports etc - EYFS/KS 1 – explicitly teach executive function- prioritising high quality interactions (NELI) - Promote pupil leadership and pupil voice – pupils to be School tour Leaders - Use of interventions such as NELI, LW keep up, LW SEND - Embed EPATT in KS 2 using Maths and English programmes - Review feedback policy	Children are confident communicators and independent learners who can articulate their thinking, manage their learning behaviours, solve problems effectively and apply knowledge across the curriculum. All pupils, including those with SEND, are supported to participate fully and achieve success through inclusive, high-quality teaching.	March 2027 March 2027 Dec 2026 March 2027 July 2027 July 2027 July 2027 Dec 2026 Sept 2026	HT/AHT/Full Governors Learning walks Pupil voice Book scrutiny Lesson observations SEND reviews Behaviour data Attendance data Assessments Governor monitoring visits Use coaching and peer observations to share effective practice.	EG/LS	INSET – January 2027 – Oracy and subsequent staff meetings using Voice 21 Oracy Framework Neli training Research: EEF -SHREC approach; Oral language interventions EEF Guide to inclusive teaching (2026) Executive Function training - Schoot	Schoot membership - £900 approx

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Area of Priority 3 – Curriculum and Teaching, Achievement and Inclusion

Achievements from previous year –

The Springfields Curriculum has been reviewed with a focus on ensuring equity and inclusivity. A knowledge rich curriculum emphasising core subjects, Maths, Science and humanities has been produced. The curriculum has been designed to be 'fit for the future' addressing challenges and opportunities presented by rapidly technological and social change including digital literacy/Sustainability. A focus on skills base learning including problem solving, critical thinking and digital literacy (metacognition) has been created. Interventions have taken place but these have been hindered by lack of staff at times, so impacts have been limited. Achievements are good – GLD of 76.7%; Phonics - 87.5% and average score of the multiplication check is 21.8 with 56% scoring top marks.

Target	Actions	Success Measure	End Timescale	Monitoring	Lead	CPD/Research	Cost
Improve outcomes for all in handwriting and writing with appropriate adaptations made for SEND and disadvantaged pupils.	- EYFS to continue to focus on letter formation, use of phonics and remembering sentences - Yr1 to focus on punctuation, developing memory to remember what to write, writing on lines with automatic correct letter formation - Provide training for all staff in the new Little Wandle handwriting scheme - KS 2 to develop executive function through writing focussing on planning, monitoring, editing and improving their work - Train all staff including TA's in adaptive/inclusive teaching - Ensure adaptive teaching used consistently with SEND - Attend Trust moderation sessions - Intervention TA to support four times a week using Inclusion Fund budget	Pupils demonstrate improved handwriting, transcription and composition skills, resulting in higher-quality written outcomes across the curriculum. Through adaptive teaching and targeted support, SEND and disadvantaged pupils make strong progress, develop greater independence and achieve success as confident writers.	July 2027 July 2027 Sept 2026 July 2027 March 2027 July 2027 July 2027 July 2027	HT/AHT/Full Governors Learning walks Pupil voice Book scrutiny Lesson observations SEND reviews Assessment Governor monitoring visits	EG/GR/SS/Chair of Governors/Governors	Little Wandle handwriting training EEF Early Literacy EEF – Improving Literacy in Key Stage 1 EEF – Improving Literacy in Key Stage 2 EEF SEND needs in Mainstream school EEF Guide to inclusive teaching (2026) EEF training sessions Schoot training	£900 (approx. Little Wandle subscription) plus £300 workbooks Free Schoot £900 AIT team training – INSET (FEB) Free
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Area of Priority 4 – Attendance and behaviour and inclusion

Achievements from previous year – The school has continued to strengthen its inclusive and nurturing culture, resulting in positive outcomes for both behaviour and pupil wellbeing. We were proud to achieve the Bronze Rights Respecting School Award, recognising our commitment to promoting children's rights, respect and responsibility across all aspects of school life. Behaviour throughout the school has remained consistently good and we were awarded the Bronze RRP. Pupils demonstrate positive attitudes to learning, show respect for one another and engage well in lessons. The continued development of our relational and restorative approach has helped children to understand the impact of their actions, resolve conflicts positively and build strong relationships with peers and adults. As a result, disruptions to learning have remained low, classrooms are calm and purposeful, and pupils feel safe, valued and supported to achieve their best. Attendance for the year was 95.72%

Target	Actions	Success Measure	End Timescale	Monitoring	Lead	CPD/Research	Cost
To further support all pupils to behave consistently well, reducing disruptions to learning through continuing to develop a relational and restorative approach.	• Work in partnership with the Virtual School to gain the silver RRP award – complete action plan • Consolidate restorative conferencing to help resolve conflict and build relationships • Continue the use of coaching circles • Complete buddy training with a group of pupils to enable peer on peer support • Use of intervention and inclusion TA/ELSA to use holistic therapies • ELSA support mentor – continue to provide emotional support for pupils • Attend the RRP termly network meetings. • Emotion coaching for TA's • Review behaviour policy • Monitor attendance and behaviour half termly and note and act on patterns • Staff to be trained in positive handling (Oct INSET) • New RPI Policy to be introduced	Pupils demonstrate positive attitudes to learning, strong relationships with peers and adults, and an increased ability to regulate their behaviour. A consistent relational and restorative culture ensures minimal disruption to learning, enabling all pupils to feel included, supported and ready to achieve their best.	April 2027	HT/AHT/Full Governors	GR/SS/EG	EEF – improving behaviour in schools EEF- metacognition and self-regulation Paul Dix- When the adult changes, everything changes EEF Guide to inclusive teaching (2026)	Time costs
			July 2027				AHT – management time
			Sept 2026				
			April 2027				
			Sept 2026				
			Sept 2026				
			Sept2026				
			Sept 2026				Emotion coaching through Virtual School – Ed Psych £78
			Sept 2026				£500 training costs
			July 2027				
			Oct 2026				
Sept 2026							
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Area of Priority 5 – Personal development & well-being and inclusion

Achievements from previous year –	
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Over the course of the year, the school has continued to strengthen its commitment to pupil wellbeing, personal development and children's rights. We have the UNICEF Bronze Rights Respecting School Award, recognising the positive work undertaken to embed children's rights within our school culture, curriculum and everyday practice. Pupils are developing an increasing understanding of their rights and responsibilities, and rights-respecting language is becoming more visible across the school.

Although we did not achieve the Silver Award within the planned timescale, progress has been made towards the next stage of accreditation. Work completed this year provides a strong foundation, and achieving the Silver Rights Respecting School Award will remain a priority for the next academic year.

In addition, the school's PSHE and RSE curriculum has been reviewed and updated in line with current guidance. Curriculum content, policies and resources have been refreshed to ensure pupils receive a high-quality, age-appropriate education that supports their personal development, relationships, wellbeing and understanding of the wider world. Staff have engaged with professional development opportunities to support implementation, and the revised curriculum is ready to be embedded and further evaluated during the next academic year.

Target	Actions	Success Measure	End Timescale	Monitoring	Lead	CPD/Research	Cost
Enhance the personal development and wellbeing of all pupils through a rich programme of enrichment opportunities, pupil leadership, rights-respecting practices and wider learning experiences, enabling all children to become confident, resilient, responsible and active members of their community.	- Review current enrichment programme - Create an action plan - Edit and adapt current enrichment curriculum - Investigate alternative providers to provide a range of opportunities for all pupils - Analyse attendance at clubs/activities - Visit a school that already is a UNICEF gold award school - Complete the UNICEF silver action plan - Gain the silver UNICEF award	Pupils leave each year as confident, resilient and responsible individuals who actively contribute to school life and their community. They have benefited from a wide range of enriching experiences, developed a strong understanding of their rights and responsibilities, and demonstrate the confidence, wellbeing and personal qualities needed to succeed in the next stage of their education and beyond.	Oct 26 May 2027	HT/AHT/Full Governors	GR	EEF Social and emotional learning UNICEF Ofsted- Personal Development and Cultural Capital EEF- metacognition and self-regulation EEF Guide to inclusive teaching (2026)	UNICEF membership £150 GR to visit Gold school

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Area of Priority 6 – Early Years and Inclusion

Achievements from previous year –

Over the past year, Pre-school children have shown increased independence in managing routines, selecting resources and engaging with learning confidently. Staff training on effective dictation has strengthened teaching practice and ensured greater consistency across the year group. Dictation is now a regular feature of phonics and writing sessions and is increasingly used to support writing across the curriculum. Daily writing opportunities have helped children develop confidence, stamina and accuracy when recording their ideas. Ongoing monitoring of teaching, attainment and progress has enabled timely support and adaptations for pupils who need it. As a result, children are generally making good progress in writing (80% achieved ELG) and are better prepared for transition into Year 1.

Target	Actions	Success Measure	End Timescale	Monitoring	Lead	CPD/Research	Cost
To establish confident, independent learners through a consistent approach to handwriting and dictation, ensuring that all children, including those with SEND, acquire the foundational transcription skills, fine motor control, language and phonics knowledge needed to communicate their ideas successfully.	• EYFS to continue to focus on daily letter formation, use of phonics and remembering sentences • Daily fine motor activities in Pre-school and Reception • Use Neli intervention to help with language acquisition -support oral language before writing • Adopt the new Little Wandle handwriting scheme • Intervention and Inclusion TA to support children four days a week • Use adaptive teaching to support SEND and disadvantaged children. • Hold parent workshops for phonics and Maths • Focus on core ELG in Pre-school	Children develop secure transcription skills, confidence and independence as writers. Through consistent teaching, adaptive support and strong links between phonics, dictation and handwriting, all pupils—including those with SEND and disadvantaged pupils—are able to communicate their ideas effectively and make strong progress from their starting points.	July 2027	HT/AHT/Chair of Gobs Track progress termly, including SEND pupils. Conduct learning walks and book scrutiny focused on handwriting and writing. Use assessment outcomes to adapt provision and interventions.	EG/GR/Chair of Governors/Governors	EEF - Early Literacy	£900 (approx. Little Wandle subscription) plus £300 workbooks
			Dec 2026			EEF – Improving Literacy in Key Stage 1	
			Jan 2027			EEF – Improving Literacy in Key Stage 2	
			Sept 2026			EEF SEND needs in Mainstream school Writing Framework	
			Sept 2026			EEF Guide to inclusive teaching (2026)	
			March 2026				
			Oct 2026				
			July 2026			Provided by Reach Foundation	
						Place2Be parenting resources	
To continue to develop school readiness	• Work with Reach Foundation and KET to develop School Readiness • Share Place2Be parenting tips on newsletters	Children demonstrate the independence, resilience, communication skills and self-regulation needed to be successful learners. They approach learning with confidence, manage routines effectively and are well prepared for the next stage of their education. All pupils, including those with SEND and disadvantaged pupils, access learning successfully and show positive attitudes towards school.					Free
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