

Springfield Infant School and Nursery School Development Plan

2026

Our Vision

Our vision for Springfield Infant School is to become:
A school dedicated to our children, parents and community.
A school that provides a high-quality education, in an inclusive environment, that inspires every child.
A school that is equipped with caring, knowledgeable staff that can support children and their families.







School Development Plan

The school leadership team have identified areas for development from our Ofsted report and our school performance data for 2025-2026. We recognise that additional targeted funding and resources are necessary for sustainable and continued progress and it is imperative that we get our reading data for phonics back to reaching the national figure.

The are the 3 broad areas of development this year are:

- Behaviour reporting, recording and consistency
- Raising reading attainment particularly in KS1 and in phonics
- Improving student knowledge of learning, presentation across the curriculum

. We need to continue to offer an excellent standard of education along with being a place parents want to send their children, and a place where their children want to be. The ever- changing diversity of our community means staff need to be equipped with a multitude of skills and knowledge to effectively meet the needs of our learners, allowing them to all reach their full potential .

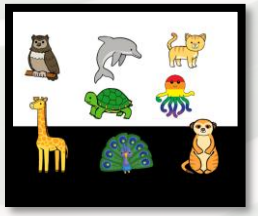
Springfield Infant School and Nursery



To have a consistent approach to behaviour management. To instill learning buddies, the behaviour expectations we want as a whole staff. To listen, talk and teach the children about appropriate behaviors using restorative practice. To record valued and detrimental behaviours and have high expectations.



To ensure we return current reading levels and GLD to National or above, to what we were achieving previously. To ensure there is a dedicated skilled LSA to deliver reading interventions across the school. In years 1 and 2 this will be interventions in Reception this will be speech work.



To refine our curriculum to aide retainership of knowledge. To expand our teaching approaches to create engaging exciting learning that will stick. To find what works for our learners and make it our own.

Behaviour



Behaviour

New policy shared with our community

- Parents have been asked their views in the previous term on rewards and our behaviour policy
- New class assembly rewards shared and parents informed of changes
- New expectations phraseology introduced and shared with parents in home school diaries

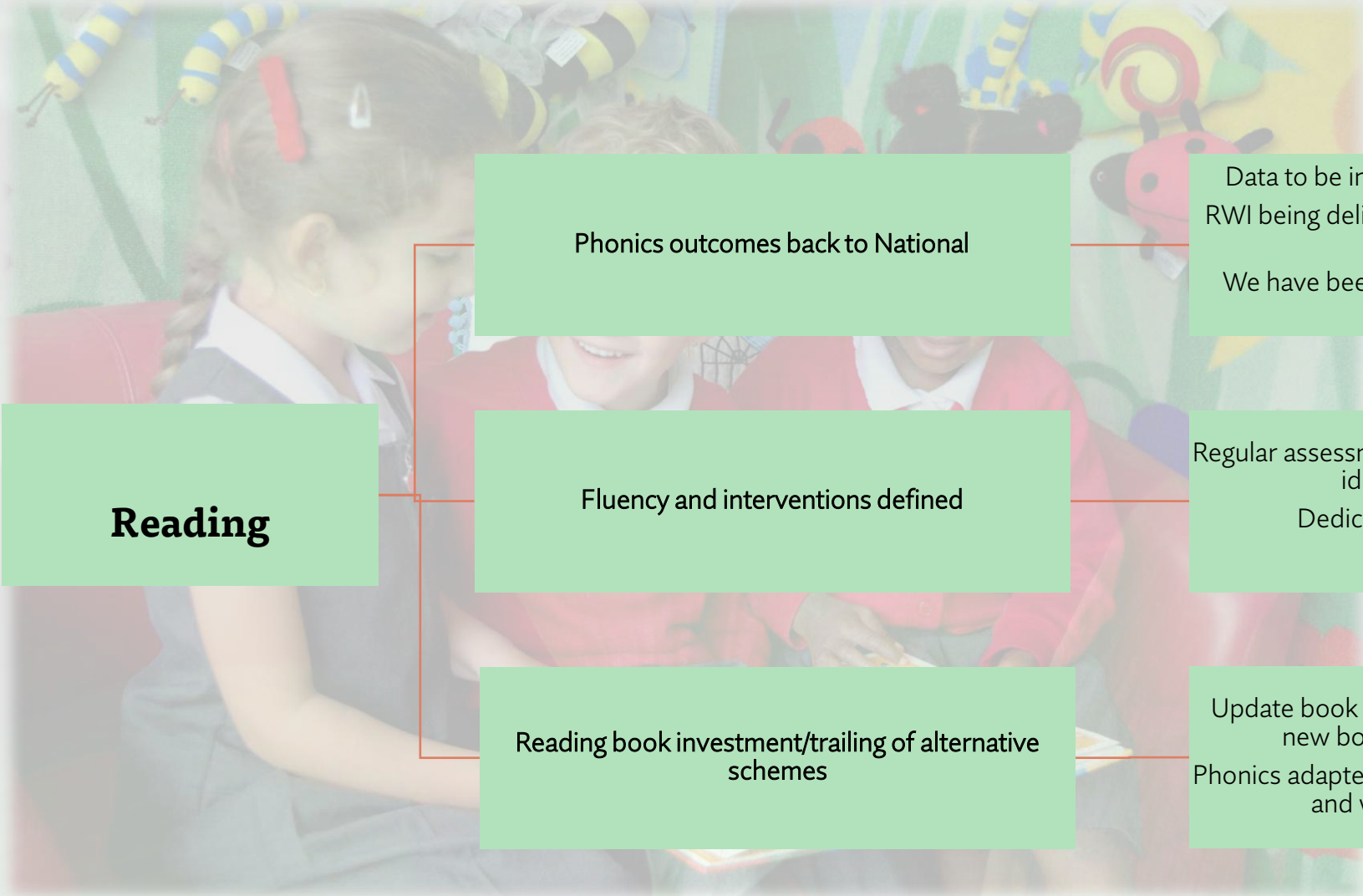
Teachers set high expectations for behaviour from the start

- Teachers set high expectations and class routines from the start and these need to be maintained
- SLT will be monitoring behaviour especially in the first term and will be working alongside any teachers who need support

Recording, reporting and analysing trends

- Teachers are expected to record behaviour on Arbor and behaviour is now reported back across the Trust especially any form of restraint
- Teachers are expected to still issue behaviour slips and this needs to be consistent for the sake of the children and the staff
- Staff should work with SLT and parents to support a child with behaviour that is not age appropriate/or is detrimental to themselves, staff and other learners.

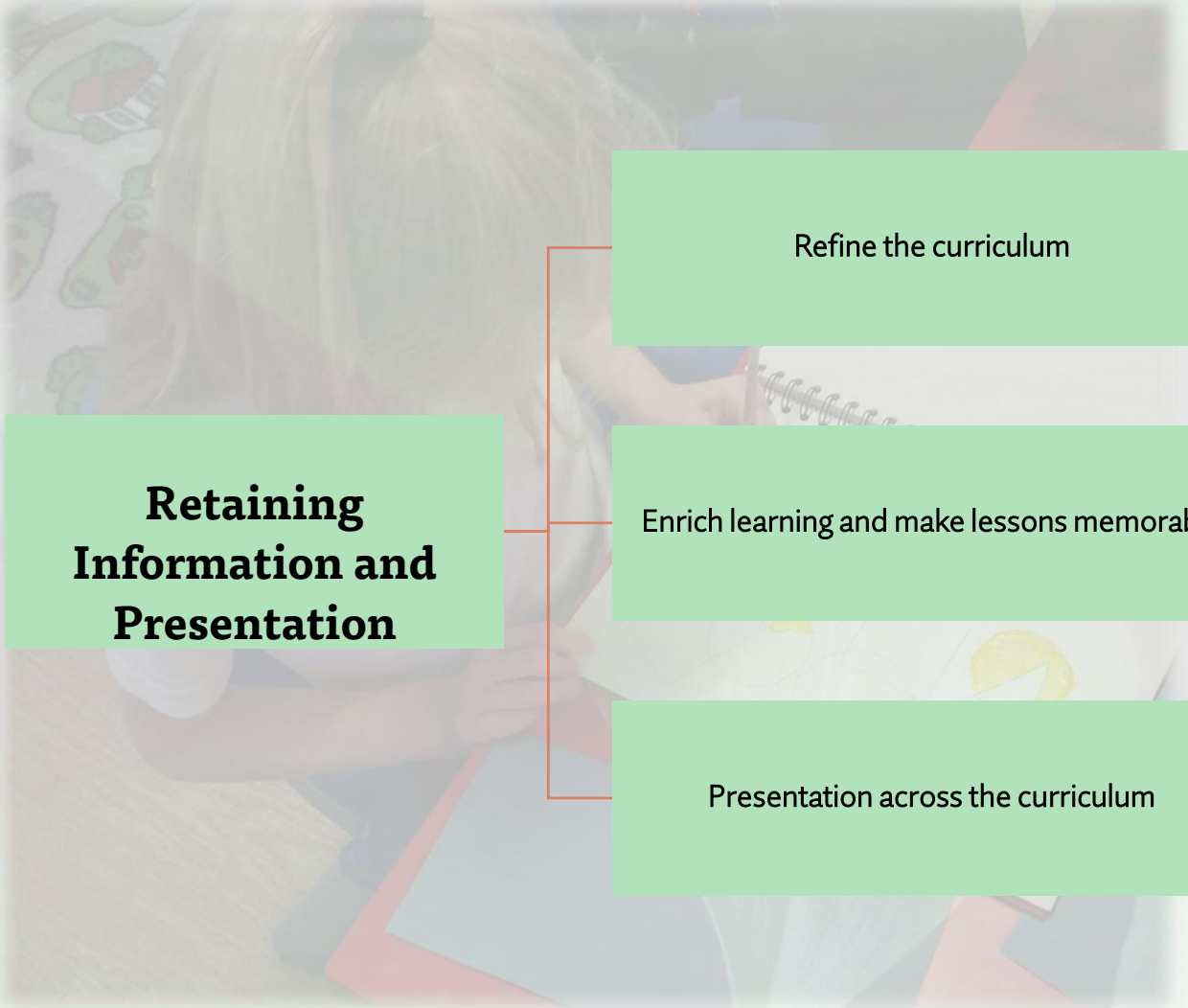
Reading



Reading

Phonics outcomes back to National	Data to be in line or above national for phonics RWI being delivered faithfully to the programme in ring fenced time slots We have been on a 3 year downward trend this cannot continue
Fluency and interventions defined	Regular assessment informs intervention and groups identified RWI/YARC/CEW Dedicated LSA to support reading interventions/English
Reading book investment/trailing of alternative schemes	Update book list for books going home, purchase new books for Chatta and the library Phonics adapted programmes being trialled in year 2 and with SEN as recommended

Retaining Learning and Writing across the Curriculum



Retaining Information and Presentation

- Refine the curriculum
  - Refine to ensure you are not overloading the children re-visit often in different ways
- Enrich learning and make lessons memorable
  - Bring learning to life, try something different find out what works for your children, be bold make it fun and engaging
- Presentation across the curriculum
  - High expectation throughout the day, adapt the sessions so they can achieve the outcome, it does not always have to be written
  - Red pen marking evidence in books

Key Performance Indicators

- RWI assessments every 6 weeks completed by AP,BF and GP this will inform interventions for children in year 1, they will be set by GP
- Teacher's collaborate with SLT where dedicated interventions will be implemented, Year 2 class LSA's Toe by Toe along with DBV
- DBV and speech interventions will run from Spring term in Reception
- Investment spend on home reading books and library books, books to support Chatta and vocabulary, ES new paired readers
- Behaviour monitored, staff held to account, parents informed of incidences of poor behaviour formally, by email or invited in for a meeting
- Red pen marking seen in books across the curriculum
- High expectations enforced for presentation in the wider curriculum, handwriting interventions explored and trialled
- Phonics practise assessments show improvement term on term, data in line with national or above Summer 2027
- Behaviour expectation is maintained and everyone takes responsibility for behaviour as a whole school approach
- Staff are taking risks and having fun teaching, children's engagement is high and this shows by their ability to retain their learning



Thank you Let's have a great year together!