

# Beddington Infants' School

## Strategic School Improvement Plan

### 2025-2026



Where every child will...

### *Learning Naturally* at Beddington Infants' School



- be a well rounded child  

- be a good communicator  

- be respectful and polite  

- enjoy learning  

- have strong core skills  

- be a full member of the community  

- be ambitious  


Our holistic approach is reflected in our aim that through genuine partnership with families, children leave Beddington Infants' School with these seven gifts.



## EYFS

- To implement the requirements of the adaptations to the EYFS framework for 2025-2026.
- To ensure all areas of the provision prioritise and encourage language development as well as support staff to promote high-quality interactions with pupils.
- To continue to develop the close working links between Nursery and Reception and explore opportunities for this to be strengthened and enhanced.
- To explore opportunities to further adapt the provision to ensure a high quality experience for 2 years old in our Nursery.

[Autumn](#) [Spring](#)  
[Summer](#)

## Developing Computing within

### *Learning Naturally* Curriculum

- To explore available software to enhance learning opportunities, considering the needs of all pupils while adhering to the principles of *Learning Naturally*.
- To explore the opportunities (including AI) available to increase capacity and efficiency across all aspects of the school.
- Support all staff in using new opportunities within the *Learning Naturally* principles.
- To audit the use of the DfE Computing Scheme, within the *Learning Naturally* curriculum.
- To audit the effectiveness of E-Safety teaching and learning across the school.

[Autumn](#) [Spring](#)  
[Summer](#)

## Outdoor Learning within the

### *Learning Naturally* Curriculum

- To audit current learning outdoors provision within the *Learning Naturally* curriculum.
- Identify strengths and areas for development to further strengthen provision.
- To share good practice between year groups and beyond the school, through social media and printed formats.
- To explore quality marks for outdoor learning e.g. [Council for Learning Outside the Classroom](#), [Institute for Outdoor Learning](#), [Woodland Trust Green Trees Award](#).

[Autumn](#) [Spring](#)  
[Summer](#)

## Budget and Alternative Sources of Funding

- To further develop the marketing of the school, resulting in filling any spaces.
- To ensure the marketing of the school fully reflects the 'learning naturally' vision of the school demonstrating how it meets the needs of the children.
- To further reduce spending through ensuring the efficient use of resources and competitive contracts.
- To ensure the Breakfast Club and After School Clubs, fully meet the needs of the school and the community.
- To review and further develop payments online to ensure efficiency for both the school and families.
- To further investigate alternative sources of funding. (grants, merchandise, lettings)

[Autumn](#) [Spring](#) [Summer](#)

## Launching the *Learning Naturally* website and CPD modules

- Establishing the school as a centre of excellence.
- Offering advice via social media e.g. ideas to support a child who doesn't want to sit and read a book.
- Develop Parent and Toddler Groups.
- Create a Professional Development Offer (CPD Visits, developing materials for modules, preparing staff to support other schools).
- Creating and maintaining links with external, established professionals to raise the profile of Beddington Infants' School.
- Increasing the number of children on roll.
- Updating the brand.
- Marketing the school.
- Creating the *Learning Naturally* website.

[Autumn](#) [Spring](#) [Summer](#)

## Staff Well-Being

- To effectively manage staff well-being.
- To ensure staff have peer support networks.
- To explore efficiencies.
- To measure staff stress levels and job satisfaction.

[Autumn](#) [Spring](#)

[Summer](#)



## Development of Middle Leaders (new to the role and developing skills) through further embedding structures

- Senior Leadership Team to continue to lead the Peer Mentoring programme, ensuring that both new and existing teachers staff members, teachers and teaching assistants, are able to participate and benefit from the opportunity to collaborate with colleagues from across the school, developing their own practice through professional dialogue.
- Teachers across the school collaborate in small groups to develop teaching and leadership skills.
- Subject Leaders to fully embed the Learning Naturally Curriculum infrastructure (long term plans, medium term plans, themes, knowledge organisers) within their subject.
- Subject Leaders to evaluate the implementation of learning opportunities for children with additional needs within their subject.
- All Subject Leaders to regularly and efficiently utilise the current processes in place for collating the children's experiences and learning, e.g. photos, videos, pupil voice, floor books, the School Council.
- Subject Leaders to create a short video showing their subject across the school.
- Link Governors to work closely with their respective Subject Leader, helping to shape the Subject Leader role and providing further reflection opportunities for the governors in relation to their link subject.

[Autumn](#)  
[Summer](#)      [Spring](#)

## Embedding *Learning Naturally* Lunchtime Provision

- To embed the new model for lunchtime, in terms of roles of adults and opportunities for children.
- To further enhance the opportunities for children to experience joy and satisfaction during the lunchtime period.
- To develop the role of Playground Leaders and Garden Room Leaders for the Year 2 children, seeking their views on how the roles could be further developed through the year.
- To seek the views of the younger children on the role of the Year 2 Playground Leaders and Garden Room Leaders and use this to identify potential next steps for further development of the role.

[Autumn](#)  
[Summer](#)      [Spring](#)

## English - *Learning Naturally* Phonics

- To embed the *Learning Naturally* Phonics curriculum incorporating opportunities for consolidation in the outdoor learning environment.
- Ensuring children apply phonics learning in writing across the curriculum, including handwriting.
- High quality phonic teaching across the school leading to phonic screening pass rate matching or exceeding national figures(2024 Nationally: 82%, Beddington Infants' School 2024: 89%, 2023: 85%, 2019: 87%, 2022: 81%)
- Every child, including children with SEND and AL, make at least expected progress from his/her starting point.
- Increasing the % of families reading with their children (taking a % in the second week as a measure)

[Autumn](#)  
[Summer](#)      [Spring](#)



## Inclusion - Potential unconscious bias and positive language

- To take part in whole school INSET training around positive language.
- To develop a bank of red/green words/phrases.
- To develop a greater understanding of the impact of language.
- To reflect on training and implement strategies to further grow our relationships with parents, carers and families.
- To share experiences relating to strategies trialled and further develop learning experiences based on feedback.

[Autumn](#)  
[Summer](#)      [Spring](#)

## Maximising the impact of support staff in all teams across the school - Phase 2

- To review the role of support staff and the impact they currently have on learning.
- Reflect on strengths and areas for development as a school to further maximise the impact of support staff.
- To develop and implement an action plan to further maximise the impact of support staff throughout the school.
- To review the impact of changes and adapt further as needed.

[Autumn](#)      [Spring](#)      [Summer](#)