NEW 2025-2026 - School Development Plan - key priorities

Overview of priorities and rationale

* acronyms list at end of document

Leadership and Management	
Priority 1	**Current position**
To ensure long term sustainability through balanced income, resourcing and provision and active support of the wellbeing of all staff.	The roll for 2024/2025 continued to be impacted by the borough wide decline in demand for nursery and school places. More primary schools in the local area are offering nursery provision as a way to boost their falling reception numbers; they offer free full time places to children who are not entitled to 30 hours and some have amended their admissions criteria to include children attending their nursery. We have responded quickly and will take new starters when we have vacancies. At the Summer census we reached capacity with 113 children on roll and an FTE of 81.5. We follow up enquiries and applications promptly whilst also ensuring safe staff: child ratios given the ongoing higher levels of SEND. The percentage of children with SEND requiring intensive adult support has continued to rise. We have focused on prompt application for EYIF, DAF and DLA as well as making EHCP needs assessment requests as quickly as possible. The local authority has made further changes to the application and criteria for EYIF necessitating time consuming, termly reapplication; to aid this, we now coincide with our termly SEND support reviews. We made and secured six new EHCPs and have made a further 6, successful assessment requests. We anticipate that we will benefit from the funding of only two of the 6 new requests. We are continuing to gather evidence for a further 6 children and have identified 4 new starters that may require an EHCP. The cost of supporting children with SEND continues to exceed the additional SEND funding from the local authority whether through inclusion funding or EHCPs. In addition to the cost of SEND support, we are also faced with rising staffing and energy costs as well as increased maintenance costs associated with aging services, buildings and outdoor areas. All these outgoings are reliant on a reduced income due to the falling roll. Holmewood has strived to adjust to these financial pressure reducing its pupil admissions numbers as staff retired or moved on, however, even when full, essential and minimal expenditure exceeds our income. Further cuts to the quantity of staff cannot be made. We refuse to cut the quality or qualifications of staff as this will directly impact the quality of our provision. We continue to explore options to protect income and sustain our exceptional provision with more limited resources.

	Leaders have consistently high expectations for staff and children and they understand the impact of the current economic climate on the well-being of so many. Given the uncertainty on staff and school finances, SLT are determined to keep staff wellbeing a key focus and ensure that staff workload is closely monitored. To ensure all staff are feeling supported and heard, they have had their own team group meetings to discuss workload and any other issues to be brought to SLT; there is also termly supervision. Workload has been discussed weekly so that staff are able to talk about any concerns with keeping up with leadership requests, expectations, their own paper work as well as teaching and learning. Additional time and staff meetings are allotted for staff to monitor learning and assessment, develop and review action plans for children's wellbeing and involvement and to ensure a communication friendly environments. There is also dedicated time for completing the WellComm assessments, moderation of learning, report writing, children's targets and reviewing the school development plan. Particular focus is placed on ensuring key persons have dedicated time for implementing and reviewing learning from CPD which this year focused on storytelling and story acting, Maths and PACE (a therapeutic approach focusing on building safe, trusting, and meaningful relationships with children, particularly those who have experienced trauma or attachment difficulties). The monthly Health Assured Newsletter is shared with all staff and points of possible interest are highlighted.

Quality of Education – Intent, Implementation, Impact (Also links with Priorities 3 and 4)	
Priority 2	**Current position**
Maintain high quality teaching and learning to ensure strong outcomes for all children	There are two main classes, upstairs with 3-4 year olds and downstairs the younger 2-3 year olds. The teachers assist the Head of School in the day to day monitoring of teaching and learning and one teacher has a specific responsibility for assisting the Head of School in the monitoring of planning, implementation and impact of provision for children with SEND; both teachers assist in the supervision and monitoring of teaching and learning. To facilitate this both teachers have time allocated in addition to their PPA. We are using Evidence Me for capturing learning and involving parents in their children's learning and development. All TAs, EYEs and teachers record observations and photographs and EYEs and teachers highlight individual assessment overviews. The teachers work with the EYEs and TAs in making the summative assessments for the termly school assessment tracker. Teachers support EYEs in ensuring common agreement on all learning and next steps. While Evidence Me is being used to capture observations of learning, we also use our own take on Floor Books to capture child voice within key group times and more dynamically during sessions; the key person and their children decide the focus and content and while this may be related to the core book or whole class learning it can also follow a particular interest of children in that group. The key person may stick in some pictures or photos linked with discussions and learning and they will capture

	children's comments, questions and ideas across the pages. Children can look through the book and new comments can be added. In addition, we monitor every child's progress with mark making and learning through use of individual books that children use each half term. Observations of teaching and learning confirms a range of quality child-adult interactions and sustained shared thinking. Staff are using a range of strategies to support language and understanding including core books, props and hands-on experiences that encourage learning and provide a context for new words to be explored. Ideas and concepts linked with growth, change and core books continue to inform planning and provision as well as taking into account children's own interests and relevant, purposeful seasonal events and celebrations. All teaching staff understand the importance of supporting and developing children's listening, understanding and spoken language skills as communication and language skills underpin all seven areas of learning and development in the Early Years Foundation stage**.** In October, we had a successful Audit and once again celebrated our Communication Friendly Environment at the enhanced level. During the Autumn term, Wellcomm assessments were carried out for all children and subsequently for all additional new starters with follow up assessments in the summer term. The Autumn data confirmed low achievement in both communication and language (CAL) and personal social and emotional development (PSED). Where needed, children were referred to the speech and language therapy service or they participated in interventions such as our little social groups and or interactive group and story time sessions. Many of the children that started post Autumn were well below the level expected and many of them were identified for speech and language therapy referral; by the summer term, the percentage of children with language at the expected level had increased by 15%. We have continued to develop our love of reading through access to our small library, ensuring books are available to support activities throughout the provision and also through our use of core books. We also hold half termly interactive rhyme and story time sessions for all children and their parents, these are always well attended. All staff know that a love of reading, stories, rhymes, poems and songs will help children to develop their language and communication skills as well as support their early reading, vocabulary, knowledge and understanding. Over the coming year we would like to develop our library provision so that children are able to take reading books home to share with their families every week. Two Early Years Educators lead the delivery of outdoor thinkers and explorers across the school. We continue to have a weekly focus developing children's interests, understanding and respect for the environment and nature as well as their communication, language and social skills. The activities provide many opportunities for developing children's prime areas of learning as well as impacting positively on their understanding of the world, their wellbeing and involvement and their characteristics of effective learning.

	During the past twelve months there has continued to be a coherent and consistent approach to professional development that focuses on enabling staff to improve outcomes of all children. We have termly staff meetings devoted to improving outcomes in communication and language sharing and developing our shared understanding of quality interactions and conversations with children and between children. In the Spring term there was professional development training in the 'word aware' approach. Staff were encouraged to evaluate how they planned to teach vocabulary from core books so that all groups of children learned and understood new words. Each core book has since had a considered list of vocabulary, differentiated for all children and displayed clearly alongside a symbol or image. We have then considered key words for the week and how to embed them in different ways. For example, the words "huge" and "giant" in Jack and the Beanstalk were explored by finding giant footprints in the class and wild bank area and handling different sized socks in the water tray. Modelling of vocabulary by adults and then children is essential in ensuring children start to use these new words independently in their play and learning. We share information about new vocabulary with parents in all our curriculum letters as well as on our "This week we are learning …" boards, displayed outside each class. Teaching staff have continued their focus on developing teaching and learning of mathematics. The Head of School led further CPD focusing on developing staff understanding of the knowledge and skills children need and the optimum teaching strategies to develop children's number sense and problem solving skills. Action Research was undertaken into the question: *"How can we develop children's use of subitising and understanding of pattern through our daily provision"* Activities were undertaken that helped staff upskill and enhance their mathematical understanding and knowledge so that they are better able and confident to support children in developing a deep understanding of number through an understanding of the relationship between patterns within different quantities. To assist with their action research staff were supported in developing the use of loose parts in the indoor and outdoor environments, providing many opportunities to explore both subitising and different forms of AB and some ABC patterns. The creative and block areas also became busy areas for patterning with children beginning to use instinctive subitising to assist them. Whilst undertaking the evaluations, staff were delighted to observe how this focus had also supported and encouraged both simple problem solving and the use of mathematical language for comparing and exploring quantity and size. Children are confident to sort in twos and ones and create simple AB repeating patterns. Children are more confident in creating their own AB patterns and many are able to identify errors within an AB patterns. This action research has also assisted children with developing their one to one correspondence and understanding of cardinality. Our focus on use of subitising and understanding of pattern has continued and extended in an early exploration of the importance of spatial awareness and reasoning. This will be revisited together with early number sense and subject knowledge for counting during the coming year's CPD. Staff will develop their own and children's awareness of number and

	number composition. They will explore the idea of parts and whole, spatial awareness and reasoning including position, direction, orientation, composition and decomposition of shape, symmetry and perspective taking.as it will help to boost the confidence and love of maths by staff and children. To ensure all children are offered a rich and broad range of experiences we organise educational outings as well special events at school. The year started with a trip to the London Transport Museum as part of a project targeted at engaging boys. Parents and children were able explore similarities and differences and develop an awareness of the past. Following the trip, staff spent time modelling and supporting large block play to create a variety of different vehicle types through which children could develop their independent play. This also proved a highly successful source for storytelling and acting ideas. At the end of the Autumn Term all children were able to interact with a range of farm animals when Little Sherwood Farm visited for the day; children were also entertained by the Bigfoot Art Education Drama and Theatre Company's performance of the Littlest Elf. In early Spring all the 3-4 year olds visited the Horniman Museum and this was followed by a week of parent and child outdoor learning activities including making mud bricks, weaving, clay printing, painting with natural materials, collecting snails, creating transient art and planting sunflowers and potatoes. Prior to World Book Day we launched our "We love reading week", children were introduced to oral story telling by Wendy Shearer who entertained them with vivid and exciting tales from the Caribbean and Africa, including Anansi and Mr Drybones. This performance was followed up by a performance of Persephone, a sensory exploration of the changing seasons that enthralled and delighted the audience. Following on from another gold award for their display of daffodils in Spring 2024, the children spent late Autumn and Spring planting and attending to the growing sea of daffodils for the Spring 2025 competition. They planted them individually in pots, groups in troughs and then displays in our garden beds. In late February a group of children and key persons showed off our display to the judge and were delighted to receive another Gold Medal. The children followed this up with lots of work on planting vegetables and flowers leading to an amazing display of courgettes, beans, tomatoes, sunflowers, marigolds and geraniums and another gold award in June from the London Children's Flower Society. All children have spent time on the allotment and have had opportunities to help with clearing all the small ponds and observing the frogs and water beetles. They also observed the tiny stick insects that hatched from minute eggs and the entire metamorphosis of nearly 60 caterpillars into Red Admiral butterflies

	As enrichment continues to be such an important part of our curriculum, we are looking into other ways of enhancing our provision with external visitors and creative resourcing. Termly moderation sessions have taken place to ensure common agreement across all staff and we also engage in moderation with our Windmill cluster schools. The Head of School continues to monitor teaching and learning through learning walks and observations as well as monitoring and moderation of children's achievement and progress. Teachers are active in supporting this, monitoring and providing regular supervision to their class teams. Staff performance management is closely linked to the quality of teaching and learning priorities with time devoted to discussions with staff about where children were when they started, where they are now and their next steps in learning. Although 2024 – 2025 was another year with exceptionally low on entry attainment in the prime areas of learning that impacted attainment in the specific areas, observations of children and monitoring of data confirmed that all groups and children made progress from their starting points.

Outcomes for children and other learners (Equalities Objective - this is a statutory requirement to be published on the Website)	
Priority 3	**Current position**
Improve outcomes for all groups identified as at risk of underachievement	Equality, inclusion and diversity are at the forefront of all we do. A questionnaire was sent out in the last weeks of the summer term to gauge an understanding of how families felt supported and included by the nursery. Responses were all positive. See also Priority 4 and Priority 5. The Autumn data confirmed low achievement in both communication and language (CAL) and personal social and emotional development (PSED). On entry only 39% were at the level expected for their age in CaL and 41% in PSED; by the end of the year these had both increased by 15%. Our end of year data confirms that while attainment has improved, attainment in communication and language and personal, social and emotional development continue to directly impact the specific areas of learning. Girls continue to outperform boys across all areas. While the gap between boys and girls remains an area for development, there is strong evidence of progress. By summer census, there were 23 additional boys compared to the autumn and an increase of only 4 girls and yet there has been a slight closing of the attainment gap between boys and girls in all but one

	area of the learning areas. The only widening gap is PSED reflecting the high level of new boys with SEND (8 children, 35%). The number of children in receipt of EYPP increased from 15 in the Autumn to 32 by the summer term and of these, 19 were on the SEND register with 5 undergoing Education Health and Care Plan (EHCP) Needs Assessments and 3 had their EHCPs confirmed; all these children made progress. 15 of the EYPP children were also English as an additional Language (EAL) and of these 6 had identified CAL needs in their first language. While the achievement of EYPP children remained lower in most areas of learning compared to non EYPP children, EYPP children had lower starting points and made accelerated progress. On entry 21% of children in receipt of EYPP were at the level expected for communication and language compared to 46% of children not in receipt of EYPP. At the end of the Year the percentage of EYPP children at the expected level for communication and language had only increased by 7%; this highlights the impact of the new summer starters with SEND. With all new summer starter children removed from the data, 64% of EYPP children were at the expected level at the end of the year, an increase of 43%. By comparison, Non EYPP at or above the expected level rose to 65%, an increase of 18%. By the end of the year the number of children with EAL had increased from 39 to 47. 15 children were also in receipt of EYPP and 17 children were SEND. While achievement in communication and language has improved, it remained low and has impacted the specific areas of learning. There were accelerated levels of progress in literacy, mathematics and understanding the World with increases in the percentages at or above the expected level: 14% in literacy, 18.5% in Mathematics and Understanding the World. All groups are supported through quality first teaching. Planned and child-initiated play are critical in supporting children's learning and development and key to this are adult interactions with children during both. Interactions involve communicating and modelling language, showing, explaining, demonstrating and exploring ideas as well encouraging, questioning and recalling. Staff are skilled at providing a narrative for what the children are doing and in using interactions to facilitate and extend involvement and learning. Staff use their observations, subject knowledge and pedagogical knowledge to identify what children know, understand and can do, as well as taking account of children's interests and characteristics of effective learning. Sustained shared thinking (SST) has been considered throughout the year, with practitioners invited to share their recent SST experiences. Staff watched footage of each other, read observations and discussed interactions with children. Staff were reminded of the power of playful conversation with children, getting down to their level and engaging in something that the children are interested in, showing curiosity and wonder, allowing the children time to respond and think. This focus has helped staff to clearly link their work with developing children's language. Staff are introducing new words and concepts to children - in a playful way - showing genuine engagement by tuning in on children's interests and play, contextualising, clarifying, remodelling and recasting, extending and building upon language. Daily evaluations, weekly staff meetings and planning sessions together with moderation, monitoring of teaching and learning are all used to inform and plan for children's next steps in learning as well as to monitor their progress over time.

	These processes are effectively used to identify individual children and groups who will benefit most from additional support. In addition, those children in receipt of EYPP as well as those identified with SEND, EAL and or as vulnerable are a focus at half termly staff meetings to ensure appropriate support or early intervention is put in place. Staff form strong and positive relationships with children and families. They recognise that the most important precursor for strong outcomes is for all children to have high wellbeing and involvement at the Nursery. This is reviewed termly and action plans are made to support individuals and groups of children. For example, we planned for key people to develop interest based projects for a group of boys who displayed low involvement in play and we planned some small group interventions to develop confidence and self-esteem for a group of children who were very shy at Nursery. Quality First and Targeted Support ● **Outdoor Learners and Explorers -** there is a well-established system for planting and growing food; the expansive outdoor areas are used to teach children about the benefits of a healthy lifestyle and to learn about and appreciate and care for our natural world. ● Our **Core Book Approach** continues to ensure storytelling activities are always available for children to access independently or as part of a focus. These books are also available for children to take home from the lending library. They provide a wealth of opportunity for developing language, knowledge and understanding of story, different contexts, concepts and ideas ● Using children's interests to engage children in learning. ● Offering a varied, inclusive and enabling environment that takes into account the local community and its shared cultures, seasonal changes, events and celebrations. ● Enrichment activities at school ● A variety of Educational outings and visits, experiences and opportunities ● All Children in benefit from 'in-depth' learning experiences, i.e. time when they can become deeply engaged and absorbed in their activities, rather than just touching upon them More targeted Strategies - a**s above plus** targeted provisions to extend or support identified children. ● **Interactive Group and story times** intervention takes place daily as well as daily **Wriggle and Rhyme, talking boxes, nurture groups, little social and, language groups** (For example, colourful semantics, attention builders and intensive child/adult interactions and all stages of Attention Autism) ● Weekly Music Therapy ● Targeted Storytelling and acting sessions to help develop all aspects of communication and language (listening and attention, understanding and speaking); this is also a strategy being used to challenge the group of higher achievers. Staff meetings have been held to support pedagogy for introducing and developing children's language including modelling new vocab using real objects, listening to and playing with words in our core books as well as explicit teaching of vocab through planned experiences e.g. bulb planting and our trip to the Transport Museum.

	• Targeted workshops and parent sessions including the programme, the importance of talk, early literacy and mathematics • Targeted outings and enrichment experiences While all children have made progress from their starting points, boys continue to be the group at highest risk of underachievement. Analysis of the cohorts highlights the importance of ensuring all children regardless of cohort have the best possible provision to support their individual progress and development. Individual differences can have a huge impact, for example, the number of boys increased by just over 50% from 43 to 66; over one third of these boys have significant language delay as well as being EYPP/EAL or both. There were 56 children with EAL at summer census, and 14 of these children were on the SEND register, 15 children were in receipt of EYPP (6 of these also had SEND). Lower attainment in Cal will impact PSED as children with poor communication and language can struggle to express their emotions, develop friendships and make their wants and needs known; these children will make slower or no progress unless they have highly targeted support. We have used our summative and a range of formative data including trackers, personalised reviews and professional conversations to check that we have appropriate interventions, personalised support and or referrals in place for those children already known or newly identified as requiring additional support. We detailed weekly timetables of support including the following: interactive group and story time sessions, Talking Tables, Talking Boxes and Attention builders, Attention Autism and little social groups and these are regularly reviewed and updated. We have also introduced targeted EYPP storytelling and story acting sessions to support identified children with all aspects of communication and language (listening and attention, understanding and speaking). Any children needing significant support in their learning have ongoing early learning support plans, highly detailed learning support plans or EHCP support plans. These are all implemented using a plan, do, review approach. We continue to use core books and Word Aware to promote a love of reading and support a broadening of vocabulary. All groups will benefit from our whole school focus on communication and language and PSED. There will be continued development of the teaching and learning of mathematics and literacy plus enhanced opportunities for developing children's understanding of the world.

Behaviour and Attitudes – links with our Equalities Objective (Priority 3) and Personal Development (Priority 4)

Current position

Staff develop strong relationships with children and their parents and carers; they support children to develop positive attitudes to learning and the community by ensuring a safe, calm and positive environment with clear, consistent routines and expectations. Throughout the year we monitor children's communication and language using WellComm, their wellbeing and involvement using the Leuven scales and children's characteristics of effective learning; these are also key influences on children's motivation and positive attitudes to participation, teaching and learning. Staff are given time to develop and implement action plans to support identified children and these are reviewed and updated termly.

Staff completed the Blue Mental Health support training that builds upon our previous training on Trauma involved practice and children's social and emotional development. In addition, key persons and teachers attended PACE training that focuses on building relationships with children that make a difference (Playfulness, Acceptance, Curiosity, Empathy). It is an approach to supporting children rather than an intervention. This training is helping to enhance understanding and skill in supporting children's emotional wellbeing effectively. Through whole school Team Teach training, we recognise the impact 'negative' emotions can have a child's wellbeing, involvement and learning. Staff receive ongoing CPD to develop their knowledge, understanding and use of relational approaches in supporting children's social, emotional and mental health. Positive interactions help to support children's emotions and guide their social responses in different situations and scenarios. We focus on developing adult – child and child to child interactions by providing many opportunities for conversations with and between children. Staff model language, explain, explore ideas, encourage and most importantly co-regulate and help children to learn and play happily and productively. As a team we have a range of effective strategies and approaches to help children to recognise and manage their emotions and actions. This will continue to be a focus for us (See below AND Links with our Equalities Objective)

Personal Development - links with our Equalities Objective (Priority 3), above, Behaviour and Attitudes	
Priority 4	**Current position**
Continuing to develop relational strategies to support children's personal, social and emotional development as well as their learning	Also see above. All staff draw on the characteristics of effective teaching and learning and they value the positive impact they can have on children's wellbeing, involvement as well as learning. Time is allocated for discussion, reflection, planning and reviewing to ensure we have the very best support available for all children. All staff also recognise the importance of involving and supporting parents with their children's learning and development and value. A variety of workshops and parental engagement activities took place including three Outdoor Learners, Explorers and Gardening Fun weeks, engagement with our Big Garden Birdwatch, maths and literacy workshops and monthly wriggle, rhyme and story time sessions. With our focus on outdoor learning we actively targeted parents to become involved, not only in activities with their children but also in fund raising and helping to improve our allotment and to restore and enhance our nature pond. This will be an ongoing project for the coming year and more! During the Spring Term we launched a six week FRED programme (Fathers Reading Every Day), this was well received and well attended with two Dad becoming FRED champions so that they can assist with FRED in other settings as well as at Holmewood. In the summer term we held three Family Friday sessions with focus on mark making, messy play, stories and rhyme. Parents and the leaving children visited the Brockwell Community Green Houses; this was an opportunity for families to uncover hidden interests within our local community. All the trips and events were well attended and feedback positive; parents noted the benefits of being able to experience different learning activities and to find out how they can support their children's learning and development. We continue to send out regular curriculum newsletters to support the children and parent involvement around current learning, core books, vocabulary, the seasons and celebrations.

	We will continue to plan and offer more educational trips, however, these trips rely on parental support as our safe ratio is one adult to two children.

Climate Change Action Plan
Current position
Staff are inconsistent in the recycling habits. The paper, plastic and wrapper recycling bins require an upgrade. There is currently no provision for food waste recycling. There are compost bins but these are in need of emptying and rejuvenating. Our buildings are lack energy efficiency with large expanses of single paned glass and flat rooves. All internal areas are fitted with LED lights and when old outdoor fittings require replacement, LEDs are fitted. There is an AHSP that should be reducing the use of the gas fired boiler however there are installation issues that the local authority is looking into. We are seeking to improve the efficiency of the buildings whenever possible. We have a well-established programme for promoting the benefits of gardening, food growing and being outside for both children and parents.

Priorities - detail and milestones

Priority 1	**To ensure long term sustainability through balanced income, resourcing and provision and through active support of the wellbeing of all staff.**				
Intended outcome	**Lead person**	**Time frame and resources**	**Milestones, Dec 24**	**Milestones, March 25**	**Milestones, July 25**
To increase the numbers of children on Roll	TF	Time- ongoing	Immediate follow up of admission enquiries and applications	Immediate follow up of admission enquiries and applications	Family Fridays

Priority 1	**To ensure long term sustainability through balanced income, resourcing and provision and through active support of the wellbeing of all staff.**				
Intended outcome	**Lead person**	**Time frame and resources**	**Milestones, Dec 24**	**Milestones, March 25**	**Milestones, July 25**
			Offering space for other professionals to work, eg speech and language therapy service and PAIRS		Immediate follow up of admission enquiries and applications
Staff feel well supported in terms of both wellbeing and workload	SLT	Monthly staff Meeting Time Appraisal and supervision INSET cost Health Assured	Sharing of Health and Wellbeing Monthly from Health Assured our employee assistance programme Team Meetings to develop focus and actions to support wellbeing and workload SIP review and reflection Appraisal and supervision to ensure all staff have support and mentorship available	Sharing of Health and Wellbeing Monthly from Health Assured our employee assistance programme Workload review with staff Appraisal and supervision to ensure all staff have support and mentorship available	Sharing of Health and Wellbeing Monthly from Health Assured our employee assistance programme End year staff review of wellbeing and workload Appraisal and supervision to ensure all staff have support and mentorship available
Monitoring by who and when			SLT	SLT/ ISC Governor visit	SLT/ ISC Governor visit

Priority 2	**Maintain high quality teaching and learning to ensure strong outcomes for all children**				
Intended outcome	**Lead person**	**Time frame and resources**	**Milestones, Dec 24**	**Milestones, March 25**	**Milestones, July 25**
To increase children's, range of characteristics of effective learning (CoEL). **Links with personal development – Priority 4 and Equalities Objective Priority 3**	TF and Teachers	Termly Staff Meeting and weekly class discussions	Meeting to discuss and plan support for children's CoEL Teacher Learning Walk to observe wellbeing and involvement and CoEL in action	Staff and Team Meetings to review and update action plans CoEL Progress of identified children's reviewed and moderated at end-term	Staff and Team Meeting on Children's CoEL Progress of identified children's reviewed and moderated at end-year
Staff using a range of strategies to assist with capturing learning journey and progress of children in their key groups	TF and Teachers	INSET Staff Meeting Time Team Meetings	Staff to share observations with parents once Baselines completed and moderated in a timely manner) Staff meeting to work on individual case studies and overviews Staff Review - Evidence Me observations, tagging and completing individual overviews Staff Meeting review of individual child summaries to monitor, learning, progress and next steps	Progress data and meetings confirm that staff are making effective use of assessment data to move children forwards with their learning and development; children build their learning over time Monthly calendar reminder re. sharing of observations with parents. Monitoring of children's records and key group floor books, clearly evidence children's wellbeing and involvement and the voice of the child Parent conferencing used as evaluation point of parental involvement with child's learning and development	Internal and external Moderation judgements to ensure common agreement Triangulation of teaching and learning observations, moderation and data confirms that children build their learning over time and make good progress from their starting points.

Priority 2	**Maintain high quality teaching and learning to ensure strong outcomes for all children**				
Intended outcome	**Lead person**	**Time frame and resources**	**Milestones, Dec 24**	**Milestones, March 25**	**Milestones, July 25**
			Weekly calendar reminder re. sharing of observations with parents. Monitoring of children's records and key group floor books, clearly evidence children's wellbeing and involvement and the voice of the child - clear starting points Parent conferencing used as evaluation point of parental involvement with child's learning and development Internal and external Moderation of on-entry judgements to ensure common agreement	Internal and external Moderation of on-entry judgements to ensure common agreement	
To further enhanced staff knowledge and understanding of the teaching of Maths to young children	TF	Staff Meeting Time and INSET	Review Medium Term Maths highlighting skills needed Staff Meeting to establish children's starting points in Maths Staff CPD Focus: early number sense, subject knowledge for counting and the impact of block play and spatial language-rich	Review of Medium Term planning for Maths Action Research: Consider what mathematics occurs within daily provision. What does the adult do? What do the children do? What could the adult do to make the identified activity more mathematical?	Triangulation of evidence confirms an increase in the percentage of children working at the typical level in Number and Numerical pattern for their age

Priority 2	**Maintain high quality teaching and learning to ensure strong outcomes for all children**				
Intended outcome	**Lead person**	**Time frame and resources**	**Milestones, Dec 24**	**Milestones, March 25**	**Milestones, July 25**
			activities on spatial reasoning skills		
Children access a language-rich environment in which they experience high quality interactions and learn different things in different ways, all the time.			Review of on entry assessment complete Observations evidence range of quality child - adult and child to child interactions and sustained shared thinking including entries in Floor books Curriculum Letters shared with parents Learning walk confirms strongly resourced indoor and outdoor provision that allows for both independent and planned activities, learning and conversations	Sustained Shared Thinking(SST) and capturing children's stories Staff meeting Curriculum Letters shared with parents Observations evidence: • a range of quality child - adult and child to child interactions and sustained shared thinking • strongly resourced indoor and outdoor provision to allow for both independent and planned activities, learning and conversations	Observations evidence range of quality child - adult and child to child interactions and sustained shared thinking All children make progress from their starting points
To ensure all pupils are offered a rich and broad range of experiences	Teachers Key Persons HoS	Academic Year Staff Meetings and INSET	Outings and visitor programme confirmed for year	Maths outdoors I love reading Week Visit by Storyteller	Lifecycles – plants, butterflies, ducks and children Growing and Caring for Plants

Priority 2	**Maintain high quality teaching and learning to ensure strong outcomes for all children**				
Intended outcome	**Lead person**	**Time frame and resources**	**Milestones, Dec 24**	**Milestones, March 25**	**Milestones, July 25**
			Outdoor Learners, Explorers & Gardening Fun – project daffodil Review sample of children's drawing books and Key group floor books Outing 1 Christmas Show	London Children's Flower Society Daffodil Competition Outing 2	Holmewood Heroes Outing 3
Monitoring by who and when			ISC governors SIA visit	ISC governors SIA visit	ISC governors SIA visit

Priority 3	**Improve outcomes for all groups identified as at risk of underachievement (<u>Equalities Objective - this is a statutory requirement to be published on the Website</u>) also links with priority 2**				
Intended outcome	**Lead person**	**Intended outcome**	**Lead person**	**Intended outcome**	**Lead person**
Improved outcomes for EYPP and lower attaining groups - Boys, EAL and individual children flagged red and amber	TF	Academic Year Income from EYPP	INSET and Training – Story Telling and Story Acting, skills for progression. A focus on using word aware as a link to our core books and storytelling and story acting. Staff strengthening their understanding about children's vocabulary and the	Group reviews - additional support and challenge in place for identified children Autumn Key person review meetings including EYPP	EYPP strategy reviewed Wellcomm Assessment reviews completed Key person review meetings

on the Wellcomm assessment **Links with priority 2 and 4**			impact it has on their language and learning skills. Wellcomm assessment and On-Entry assessments to be completed and priority groups and individuals identified. Complete EYPP Strategy based on predicted income for 2025 2026 Leuven scales and CoEL on entry assessments and action plans **(see priority 2 and 4)** Children identified for interventions including Music Therapy, Talking Tables, language groups and emotional development; referrals made to the speech and language therapy service, community paediatrics Prompt EYIF applications Staff Meeting – engaging boys in learning All staff are aware of their EYPP, vulnerable children and groups identified on-entry Identifying target groups and families for workshops and events (Maths, Natural Thinkers and Gardening Fun, REAL)	Staff Meeting - children's language Staff Meeting - engaging boys in learning Review of EYPP strategy Triangulation of teaching and learning observations, moderation and assessments confirms that children build their learning over time **(see priority 2 and 4)**	Review and plan support and challenge for identified children Final review of EYPP strategy Data shows improved outcomes for target groups including boys, EYPP and EAL children. **(also see priority 2 and 4)**

			Key person Meetings to discuss the children in their group		
Monitoring by who and when			ISC governors	ISC governors	ISC governors

Priority 4	**Personal Development - links with our Equalities Objectives, Priority 3 and Priority 2 Developing relational strategies to support children's personal, social and emotional development**				
Intended outcome	**Lead person**	**Time frame and resources**	**Milestones, Dec 24**	**Milestones, March 25**	**Milestones, July 25**
Increased parental involvement in supporting their children's learning and development **(Links with Priority 2 and 3)**	Teachers HoS	Academic Year All Key persons	Outdoor Learners, Explorers & Gardening Fun sessions for parents and children Literacy Workshop 1 – Environmental Print and Language followed with rhyme and story time Rhyme and story time sessions for parents and children Maths Workshop 1 Monthly curriculum newsletters	Big Garden Bird Watch as start/finish - Outdoor Learners, Explorers & Gardening Fun sessions for parents and children As part of the I love reading week: • Literacy Workshop 2, Mark Making and Books • Core Books Workshop • World Book Day Wed 5th March 2026 Rhyme and story time sessions for parents and children Maths Workshop 2	Outdoor Learners, Explorers & Gardening Fun sessions for parents and children Half Termly Wriggle Rhyme and Story Time followed by Coffee Morning Monthly curriculum newsletters Maths workshop 3

Priority 4	**Personal Development - links with our Equalities Objectives, Priority 3 and Priority 2 Developing relational strategies to support children's personal, social and emotional development**				
Intended outcome	**Lead person**	**Time frame and resources**	**Milestones, Dec 24**	**Milestones, March 25**	**Milestones, July 25**
				Monthly curriculum newsletters Half Termly Wriggle Rhyme and Story Time followed by Coffee Morning	
To improve the wellbeing and involvement of all children	TF and Teachers	Termly Staff Meeting and weekly class discussions	Meeting to discuss and plan support for children's levels of well-being and involvement Staff meeting on further developing relational strategies to support wellbeing and involvement Teacher Learning Walk to observe wellbeing and involvement in action	Staff and Team Meetings to review and update action plans for wellbeing and involvement Using the Characteristics of effective teaching and learning to improve outcomes Progress of identified children's reviewed and moderated at end-term	Staff and Team Meetings to review and update action plans for wellbeing and involvement - Children's Leuven scales Progress of identified children's reviewed and moderated at end-year
Monitoring by who and when			SLT	SLT/ ISC Governor visit	SLT/ ISC Governor visit

Climate Change Action Plan

Intended outcome	Lead person	Time frame and resources	Milestones, Dec 24	Milestones, March 25	Milestones, July 25
To reduce consumption of energy on heating	PM FBM HoS Teaching staff	One year	Contractors to visit and reprogrammed BMS Contractors to review ability of the AHSP to maintain a safe hot water supply during milder weather. To ensure over door heaters use is kept to a minimum and only used in cold weather. Ensure lights are switched off when spaces are not in use Set up spreadsheet for quarterly monitoring of energy consumption.	Annual servicing of AHSP and boiler systems Quarterly monitoring of energy consumption. To ensure over door heaters use is kept to a minimum and only used in cold weather. Ensure lights are switched off when spaces are not in use The BMS will successfully deploy and prioritise the AHSP as the initial provider of energy rather than the boiler heating system	To ensure over door heaters use is kept to a minimum and only used in cold weather. Ensure lights are switched off when spaces are not in use Quarterly monitoring of energy consumption.
Minimize waste and improve recycling	HoS Teaching Staff	Recycling bins	Increase use of compost bins for organic materials – food waste caddy to be place in staff room kitchen. Recycling bins in classrooms, office and staffroom	More garden and food waste being composted Improved recycling of paper, plastics and wrappers	All appropriate organic waste is recycled More paper, plastics and wrappers all being recycled
Monitoring by who and when			SLT	SLT/ ISC Governor visit	SLT/ ISC Governor visit

Overarching goals for the next 3 years

Goal 1
Maintain our position at the heart of the local community as a nursery school and children's centre offering high quality education and support for families. Where children's attainment and progress are maximised to ensure they are ready for the next steps in their learning; meeting all children's individual needs, particularly those with special educational needs and/or disabilities.
Goal 2
Adapt and develop provision to ensure financial viability in the future and our ability to withstand significant budget cuts without impact on the quality of provision.
Goal 3
Ensure financial viability through exploring options within the Federation of 5 nursery schools and beyond.

Acronyms

AYR	all year round	ELO	early learning offer	LAC	looked after child	SAO	school admin officer	EYPP	Early Years Pupil Premium
BASC	breakfast and after school club	EY	early years	NCT	non-contact time	SENCO	special educational needs co-ordinator	EExAT	Early Excellence Assessment Tracker
CC	children's centre	EYFS	early years foundation stage	NS	nursery school	SEND	Special educational needs and disabled	KP	Key persons
CLC	connected learning centre	FSM	free school meals	PP	pupil premium	SLT	senior leadership team	IF	Inclusion Fund

CLPE	centre for literacy in primary education	HV	health visitors	PVI	private, voluntary, independent settings	SM	staff meeting	DAF	Disability Access Fun
EHCP	education, health and care plan	IWB	interactive white board	S&P	stay and play	SSM	shape, space and measures	REAL	Raising Early Achievement in Literacy