

## 2020-2021 - School Improvement Plan - key priorities

### Overview of priorities and rationale

\* acronyms list at end of document

#### Effectiveness of leadership and management OR other developments

Priority	Current position
<p>1. Long term sustainability through balanced resourcing and provision</p>	<p>COVID-19 has had a significant impact on numbers. Since July there has been a 10% loss of returning children as schools enticed parents to their nurseries with suggestions that this would increase the chance of a place in reception in 2021. At the start of term we were at 50% capacity; it is currently at 65%.</p> <p>There are continuing higher levels of SEND requiring intensive adult support. There is a focus on ensuring prompt application of EYIF, DAF and DLA . Over the last academic year, 9 applications were made for EHCP, 5 were completed during the year and 4 more were completed in time for transition to primary school. There are a further 3EHCPs in preparation and more children identified as requiring an EHCP. The cost of supporting children with SEND far exceeds the additional SEND funding from the local authority whether through inclusion funding or EHCPs.</p> <p>In addition to the cost of SEND support, we are also faced with rising staffing costs and the maintenance of aging services and buildings. Over the past 2 years we have had a major hot water pipe leak, a major electrical fault and then complete failure of the heating system.</p> <p>We continue to explore options to protect income and/or sustain the 107FTE level of provision with more limited resources.</p> <p>Office staff and the HoS ensure rapid response to all enquiries and applications.</p> <p>A detailed risk assessment has been carried out to ensure the school is as COVID-19 secure as possible. Staff and stakeholders views have been obtained in the finalisation of this document and procedures are regularly reviewed and updated in line with daily updates from GOV.UK.</p>

<b>Quality of Education</b>	
<b>Priority</b>	<b>Current position</b>
<p>2. Maintain high quality teaching and learning to ensure strong outcomes for all children during the COVID-19 restrictions and beyond.</p> <p>Data for 2018/2019 highlighted communication and language, reading and understanding the world as areas for development; children made strong progress in these areas but there were fewer children reaching age related measures</p>	<p>There are two main classes, each with a lead teacher and three EYEs and the two-year-old provision is led by an EYE and supported by the Head of School.</p> <p>The SEND support teacher assists the HoS in the day to day monitoring of learning support for children with SEND Support Plans and EHCPs as well supporting the SENCo with provision for all children with SEND. She also provides PPA cover.</p> <ul style="list-style-type: none"> <li>● Staff work together (socially distanced) across the school to deliver Natural Thinkers and REAL.</li> <li>● Coherent and consistent approach professional development that focuses on enabling staff to improve outcomes of all children; for example, training on the Leuven scales of wellbeing and involvement, staff understanding the impact the characteristics of effective teaching and learning have on learning outcomes; undertaking the Evelina Communication Award Training so that all teaching staff have a heightened awareness of the importance of supporting and developing children’s listening, understanding and spoken language skills. Communication skills underpin all seven areas of learning and development in the Early Years Foundation stage.</li> <li>● All TAs, EYEs and teachers are using EExAT to record observations and photographs and enter assessments on the tracker. Support TAs are using EExAT to record free flow experiences of children with SEND.</li> <li>● The teachers in the Main School Classrooms have settled well; they are ready to develop a more active role in the monitoring of teaching and learning alongside the Head of School. Previous plans to develop their skills in observing teaching and learning were prevented by the current pandemic crisis.</li> <li>● Our usual assessment and progress reports were not generated by EExAT as any data would have been highly inaccurate as the majority of children did not attend nursery between March 23<sup>rd</sup> and July 20<sup>th</sup> 2020 due to the circumstances of COVID-19.</li> <li>● Staff continued to share EExAT online observations with parents of children attending and also used EExAT as a platform for reaching parents of children not attending due to Lockdown</li> <li>● Staff had training in the Froebelian principles and approach to supporting young children; there is a deeper understanding of the importance of child initiated activity and the role of adults in supporting this to improve outcomes.</li> <li>● Staff continue to grow in confidence with identifying the characteristics of effective learning and have participated in joint moderation with three schools in the federation and with the Windmill Cluster, to confirm judgements.</li> </ul>

- EExAT use a three scale measure for the Leuven scales of wellbeing and involvement however staff have found this less useful when focusing on children in need of support; staff are developing their abilities in using the original 5 scales to inform appropriate support to improve children's outcomes.
- Staff use core books to inform planning and provision as well as taking into account children's own interests, relevant and purposeful, seasonal events and celebrations.
- Through our work with Lambeth Early Action Partnership (LEAP), we have continued to increase the involvement of parents in supporting children's early communication and literacy. Six practitioners are trained to deliver REAL and at least one more is due to undertake training. During Lockdown, staff continued to contact families to offer ideas, activities and general support with early literacy skills. Feedback from parents participating in REAL has been highly positive.
- We continue to have a weekly focus on Natural Thinkers; this programme is devoted to developing children's interest, understanding and respect for the environment and nature. It is an outdoor focus to develop the children's prime areas of learning as well as impacting positively on children's outcomes for communication and language and understanding of the world.
- Joint observations of teaching and learning with the Head of School and an external consultant were planned but did not take place due to COVID-19. The Head of School continues to monitor teaching and learning through learning walks and observations however the pod system has restricted access to in class monitoring since March 2020. During Autumn 2019 and early spring 2020, staff were observed to engage in extended conversation that followed a child's lead as well as encouraging to-fro conversations between children. Questions were generally open and sensibly paced rather than a quick fire selection of closed questions. Children were observed in purposeful independent play.
- The nursery is continuing to work towards the **Evelina award for communication and language**, an award programme involving specialist support and training from a speech and language therapist to ensure staff further develop their knowledge in offering a communication rich environment where all children can thrive and be supported.
- **Talking Tables** intervention takes place once a week in both the main nursery classrooms. There is a weekly **Wriggle and Rhyme** session in the two year olds. These are targeted speech and language provisions to extend or support, they are delivered by EYEs and monitored by the SENCo and SEND support teacher.

<b>Behaviour and Attitudes</b>	
<b>Priority</b>	<b>Current position</b>
see Equalities Objective, priority 5, attendance priority below.	<ul style="list-style-type: none"> <li>• see Equalities Objective, priority 5 below.</li> </ul>
<b>Personal Development</b>	
<b>Priority</b>	<b>Current position</b>
3. Wellbeing and involvement of Returning children and new starters.	<ul style="list-style-type: none"> <li>• Over 80% of returners have not attended since the March 20th 2020.</li> <li>• Staff have been developing their understanding of the importance that varying levels of wellbeing and involvement can have on a child's outcomes such as the impact on language development. A child's level of well-being is intrinsically linked to levels of involvement and motivation to learn.</li> <li>• All staff are learning about the impact of trauma</li> <li>• The Federation SLT and HoS is constantly reviewing the rapidly changing advice to schools and early years and updating and maintaining the school COVID-19 Risk assessment and sharing with staff.</li> <li>• We are monitoring the Impact of the Pod structure and reduced direct (face to face) contact with parents/carers.</li> <li>• We continue to support all all children and their families in the transition to primary school</li> <li>• Prior to COVID-19, children's new primary schools were invited to visit and observe the children in a settled environment. Post lockdown, every effort was made to speak to the new reception class teachers and to support parents with the nursery-reception transition.</li> <li>• Where necessary virtual or real meetings take place with the SENCo of the new school to share information, targets and strategies for specific children. For these children a personalised transition plan may be created; this may include a transition book for saying goodbye and one to introduce the child to their new school, teacher and environment.</li> <li>• Key-persons all made contact or attempted to make contact with their key group's new teachers.</li> <li>• In the autumn term all parents will be provided with information about local primary schools and how to make the online application and any supplementary forms. Parents are offered assistance with the online application.</li> <li>• We liaise with parents and the local authority to make sure all children have an application made in a timely manner.</li> </ul>

Outcomes for children and other learners - (Equalities Objective - this is a statutory requirement to be published on the Website)	
Priority	Current position
<p>4. Improve attendance of all children and in particular those children in receipt of EYPP (OFSTED).</p>	<ul style="list-style-type: none"> <li>● Attendance was adversely affected by the current pandemic and prior to this by term time extended holidays and sickness requiring 48 hours of recovery from illness before returning to nursery.</li> <li>● There is an efficient first day contact system in place with follow up procedures for vulnerable families.</li> <li>● Where parents have not responded to phone calls, text or email, key persons and teachers find out and report the cause of absence to the office.</li> <li>● Signposting parents when necessary for early help through our Children's Centre Better Start Worker.</li> <li>● Half-termly monitoring of attendance for all children and groups.</li> <li>● Meeting with the Head of School to see how school may be able to assist improvement in attendance and punctuality.</li> <li>● Letters may be sent where children's attendance is below 85%.</li> <li>● Sharing of attendance data with receiving school on transition.</li> <li>● Changing the morning story time to 9.30am to help parents/carers recognise the importance of prompt and daily attendance.</li> <li>● By offering universal hours over 2.5 days or 5 part days, it is hoped that the attendance of children in receipt of EYPP will improve.</li> </ul>
<p>5 Improve outcomes for all groups identified as at risk of underachievement (previous data highlighted boys and EYPP; groups to be identified from Autumn baseline assessments).</p>	<p>COVID-19 has prevented accurate measurement of progress and outcomes for many children as they were not attending. Groups will be identified using last year's priorities together with the new on-entry assessments. All children will receive an on-entry Autumn assessment.</p> <p>All groups are supported through quality first teaching.</p> <p>Children's <b>progress</b> meetings and ongoing discussions are effectively used to identify individual children and groups who will benefit most from additional support.</p> <p>Those children identified as vulnerable are a focus at half termly staff meetings to ensure appropriate support or early intervention is put in place.</p> <p><u>All groups:</u></p> <p><b>Natural Thinkers</b> - 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. We</p>

are continuing to enhance our Natural Thinkers provision with three more members of staff due to complete their training this year.

Our **Core Book Approach** continues to ensure storytelling activities are always available for children to access independently or as part of a focus.

Using children's interests to engage children in learning.

**Strategies to improve outcomes for targeted groups:**

**Talking Tables, Talking Boxes, Nurture/intervention Groups, Music Therapy, REAL, Also EYPP action plan.**

<b>Priorities - detail and milestones</b>					
<b>Priority 1</b>	<b>Long term sustainability through balanced resourcing and provision</b>				
<b>Intended outcome</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 19</b>	<b>Milestones, March 20</b>	<b>Milestones, July 20</b>
To increase the numbers of children on Roll	TF	Time- ongoing	<p>Work with children centres to identify families needing a place for children</p> <p>Update Welcome booklet to go on Website</p> <p>Investigate virtual video tour or slide show</p> <p>Immediate follow up of admission enquiries and applications.</p>	<p>Increase in total FTE from Autumn Census</p> <p>Stay and Play Session for up to 6 parent/child – targeted at new families and future admissions list (Depended on COVID-19 guidelines)</p> <p>Immediate follow up of admission enquiries and applications</p> <p>Federation poster and Holmewood Flyer</p>	<p>Stay and Play Session for up to 6 parent/child – targeted at new families and future admissions list (Depended on COVID-19 guidelines)</p> <p>Immediate follow up of admission enquiries and applications</p>
Prompt applications for SEND funding where applicable	TF	<p>Termly for new children and for existing SEND that turn 3 yrs</p> <p>April New Financial Year re-application for existing EYIF</p>	<p>Applications for all identified new SEND and for existing SEND that turn 3 YOs</p> <p>Application for DAF for eligible new SEND</p>	<p>Applications for all identified new SEND and for existing SEND that turn 3 YOs</p> <p>Application for DAF for eligible new SEND</p>	<p>Applications for all identified new SEND and for existing SEND that turn 3 YOs and reapplications for existing EYIF</p> <p>Application for DAF for eligible new SEND</p>
<b>Monitoring by who and when</b>			SLT	SLT/ ISC Governor visit	SLT/ ISC Governor visit

<b>Priority 2</b>		<b>Maintain high quality teaching and learning to ensure strong outcomes for all children during COVID-19 restrictions and beyond.</b>			
<b>Intended outcome</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 19</b>	<b>Milestones, March 20</b>	<b>Milestones, July 20</b>
An enabling environment in which children can self-select, play, explore and learn during COVID-19 restrictions and beyond.	TF and Teachers	Staff Meetings and learning resources budget	Pods, provision and resourcing – Complete schedule for review of all continuous provision Initial Focus on continuous provision – language, PSED, physical  Ensuring provision is as COVID-19 secure as possible  Review Basic Skill Quality Mark Audit  CAL to be a focus for teaching and learning observations	Continuous Provision Focus areas: Reading, writing and maths  Early Literacy focus for teaching and learning observations  Ensuring provision is as COVID-19 secure as possible	Continuous Provision Focus areas. Review of continuous provision and planning for next year linked to agree curriculum  Maths focus for teaching and learning observations  Ensuring provision is as COVID-19 secure as possible
To develop a shared understanding of what we want children to learn, how we can do this and how we measure the effectiveness of the teaching and learning	Teachers and TF	Staff Meeting and INSET	Staff meetings to discuss and develop our curriculum with an initial focus on focus on language, PSED and physical, followed by early literacy and mathematics Evelina award for communication and language.	Teachers to review the new development matters and basic skills quality mark audit.  Teacher presentation to staff about new development matter focus on prime areas	Review of curriculum intent, implementation and impact  Evelina Award achieved  In house and Cluster moderation  Triangulation of teaching and learning observations

			<p>4 practitioners to complete two day training. All trained staff participate in video tutorials with SLT</p> <p>2 members of staff to complete Natural Thinkers training</p> <p>In house moderation across PODs and cluster moderation</p>	<p>Evelina audit and next steps to achieve award agreed. Wriggle and Rhyme sessions for school target groups.</p> <p>Book Week</p> <p>In house moderation across PODs</p> <p>Federation Teachers Meeting</p>	<p>and data confirms strong progress for the vast majority of children.</p>
Increased parental involvement in supporting their children's learning and development	Teachers	All Key persons	3 new members of staff complete REAL training	POD REAL started - initial parent questionnaire completed	POD REAL Parental evaluation
<b>Monitoring by who and when</b>			ISC governors SIA visit	ISC governors SIA visit	ISC governors SIA visit

### Priorities - detail and milestones

Priority 3	Wellbeing and involvement of Returning children and new starters				
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 19	Milestones, March 20	Milestones, July 20
Effective new settling and support procedures for returning children and new starters	TF	Autumn 2020 INSET and termly staff meeting time to review	<p>Return COVID-19 Risk assessment shared and developed with staff.</p> <p>Parents have all signed and returned the COVID-19 declaration</p>	<p>Review of Risk Assessment with staff</p> <p>New parents have all signed and returned the COVID-19 declaration</p>	<p>Any new parents have all signed and returned the COVID-19 declaration</p> <p>Any new children settled in their key groups</p> <p>All children attend regularly</p>

			<p>New staggered and drop and collection times working</p> <p>New settling procedure in place and tweaked if needed</p> <p>Virtual parent conferencing meetings to take place</p> <p>All children attend regularly.</p>	<p>New children settled in their key groups</p> <p>All children attend regularly</p> <p>Virtual parent conferencing meetings to take place</p>	
All staff are aware of children's wellbeing and involvement and the impact of traumatic experiences	TF and Teachers	<p>Autumn 2020 INSET</p> <p>Termly Staff Meeting and weekly POD discussions</p>	<p>Trauma informed training – focus on early years watched by all staff</p> <p>Staff meeting on impact of trauma on young children</p> <p>Leuven scales on entry assessments</p> <p>Meeting to discuss and plan support for children's levels of well-being and involvement</p> <p>Investigate Healthy Early Years Award.</p>	<p>Staff Meeting on Children's Leuven scales</p> <p>Cluster INSET - Putting into practice the 6 Principles of Nurture including using emotion coaching techniques</p> <p>Progress of identified children's reviewed and moderated at mid-year data</p> <p>Children's progress meetings with key persons</p> <p>Mid year Performance management for teachers</p>	<p>Staff Meeting on Children's Leuven scales</p> <p>Evidence that staff more confident in supporting the develop of positive well-being and involvement</p> <p>Progress of identified children's reviewed an moderated at end-year data</p>
<b>Monitoring by who and when</b>			SLT	SLT/ ISC Governor visit	SLT/ ISC Governor visit

<b>Priority 4</b>		<b>Improve attendance of all children and in particular those children in receipt of EYPP</b>			
<b>Intended outcome</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 19</b>	<b>Milestones, March 20</b>	<b>Milestones, July 20</b>
Parents are aware of the importance of attendance so that attendance improves for all children	TF and Key Persons	Academic Year 2020 2021 and ongoing	<p>Prompt communication of attendance concerns (not COVID-19 related to parents) Notes of any actions to help the family and a date when attendance will be reviewed with the Key Person</p> <p>Key Persons closely monitor attendance of EYPP children</p> <p>Parent conferencing to be used as a key review point for parent/carers of children with attendance Promote and encourage parents to attend ISC for Spring Term</p>	<p>Parent conferencing to be a key review point for parent/carers of children with attendance concerns Making sure that absence is followed up on every occasion</p>	Improved attendance for all groups, especially EYPP

Priority 5		Improve outcomes for all groups identified as at risk of underachievement (Equalities Objective - this is a statutory requirement to be published on the Website)			
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 18	Milestones, March 19	Milestones, July 19
Improved outcomes for lower attaining groups - Boys, EAL, SEND, BCRB, BAFR and vulnerable children (Priority 4 and its outcomes link to Priorities 2 and 3 and their outcomes above).	TF	Academic Year  Income from EYPP	On-Entry assessments to be completed and priority groups identified.  Complete EYPP Strategy based on predicted income for 2020 2021  All staff are aware of their EYPP, and vulnerable children and groups identified on-entry  Key person Meetings to discuss the children in their group	Using EExAT, monitor progress and attainment as part of children's progress review meetings  INSET on communication and supporting vocabulary and language development  Additional support and challenge in place for identified children  Data shows that children accessing intervention groups make at least expected progress  Children's progress meetings	EYPP strategy reviewed  Data shows improved outcomes for target groups including boys and EYPP children  Children's progress meetings
<b>Monitoring by who and when</b>			ISC governors	ISC governors	ISC governors

## 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.

### Goal 3

Ensure financial viability through exploring options within the newly established Federation of 5 nursery schools.

#### 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		