



2021-2022 - 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>Numbers on roll grew over the year from 64% at autumn 2020 post-census to 85% at summer 2021 post-census with further increase over the summer term. Anticipated roll for Autumn 2021 will be 70% capacity. The level of applications has been impacted by a borough wide decline in numbers on roll and demand for places. This change has been heavily influenced by a 25% drop in the local birth rate since 2009, migration due to Brexit and changes in demographics due to COVID-19.</p> <p>There are continuing higher levels of SEND requiring intensive adult support. Teachers have focused on prompt application for EYIF, DAF and DLA and reapplication in April each academic year. Over the last academic year, 9 applications were made for EHCP, 3 were completed during the year and 5 more will be completed during the first term of the children's transition to primary school. There is one returning request outcome pending and a further 4 for whom evidence is being gathered. There are EHCPs already in place. The cost of supporting children with SEND continues to exceed 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. We have been waiting over 17 months for permanent repairs to the hot water and heating system; the interim fix has resulted in quarterly electricity costs that equate to the previous annual budget.</p> <p>We continue to explore options to protect income and/or sustain the 107 FTE level of provision with more limited resources.</p> <p>Office staff and the HoS ensure rapid response to all enquiries and applications. A new promotional video has been posted on the website. Weekly Wriggle and Rhyme sessions will</p>



	<p>recommence every Friday and this will be included on the Children's Centre timetable; other social media platforms are to be investigated. A new, high quality promotional postcard/flyer to be printed for dispersal in local clinics, schools without nurseries, libraries etc.</p>
<p>Quality of Education – Intent, Implementation, Impact</p>	
<p>Priority</p>	<p>Current position</p>
<p>2. Maintain high quality teaching and learning to ensure strong outcomes for all children</p>	<p>There are two main classes, with a lead teacher, the majority of 3-4 year olds are in one class, the majority of 2 year olds in the other. The teacher assists the Head of School in the day to day monitoring of teaching and learning with specific responsibility for monitoring the planning implementation and impact of provision for children with SEND.</p> <p>An Early Years Educator leads the delivery of Natural Thinkers across the school and there are trained staff in each classroom to ensure the successful delivery of REAL to target families.</p> <p>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. All teaching staff contributed to the successful renewal of Basic Skill Quality Mark in November 2020. All teaching staff have undertaken speech and language therapy training over the past two years so that all teaching staff now 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. In June 2021, Holmewood was awarded the Evelina Communication-Friendly Environment Award at the Enhanced Level.</p> <p>Throughout the past twelve months, staff have also participated in Maths CPD to develop their confidence and understanding of how to teach and support children's early mathematical development including the online Early Excellence training: developing young mathematicians. Staff recognise that children need real opportunities for counting and developing their sense of number, looking for patterns and relationships and not being afraid of making mistakes. Staff have undertaken Action Research to help them understand the importance of children building a strong understanding of numbers up to 10. A deep understanding of 10 will help children make connections and see the relationships between the numbers, for example, helping children to see the whole being separated and recognise that the parts can be recombined to get back to the whole. The focus on maths will continue this year.</p>



Teachers attended training on the new EYFS framework and Development Matters and all staff have had a brief introduction to these. During the summer term outcomes were moderated against the existing framework and then using the new revised Framework. This will be an area for ongoing development.

All TAs, EYEs and teachers continue to use 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. This will be an area for focus and development to ensure everyone adapts to the new statements in line with the New EYFS.

Throughout the year, on entry data was exceptionally low in prime areas of learning and this impacted on attainment in the specific areas. All children made progress from their starting points.

Staff continue to share EExAT online observations with parents and more parent have contributed to their child's evidence

Each class continued to monitor the well-being and involvement of all children and they drew up, implemented and evaluated action plans to support identified children. All children's level of well-being and involvement improved.

Staff continue to 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.

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 their understanding of the world.

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. Staff performance management is closely linked to the quality of teaching and learning priorities. Observations have included focus on staff knowledge of how children develop and learn and how they use this to identify the possible next steps in children's development and learning. The whole school moderation sessions demonstrated a new level of staff mathematical confidence and understanding of how children acquire and develop mathematical knowledge and understanding. Conversations confirmed confidence of staff in talking about early literacy



	<p>achievement and progression. There is a greater understanding of how enriching and widening a child's vocabulary will support progress in both the prime and specific areas of learning. Ongoing professional development will focus on further developing staff confidence in articulating the progression of skills and knowledge that we want children to develop across the curriculum; for staff to be able to talk about how Holmewood's rich and exciting environments and curriculum respond to children's individual needs and interests, enabling them to make excellent progress and be well prepared for their next stage in learning.</p>
<p>Behaviour and Attitudes</p>	
<p>Priority</p>	<p>Current position</p>
<p>see Equalities Objective, priority 5, attendance priority below.</p>	<ul style="list-style-type: none"> • see Equalities Objectives, priority 4 and 5 below.
<p>Personal Development</p>	
<p>Priority</p>	<p>Current position</p>
<p>3. Wellbeing and involvement of children</p>	<p>Staff have a good understanding of the impact that wellbeing and involvement has on outcomes for young children. At the start of the year and with each intake of new children, their scale of wellbeing and involvement are recorded. For those children with low levels, action plans are put in place and reviewed for impact termly. Weekly and daily planning is adapted to focus on the specific needs of these children. By the end of the year all identified children's wellbeing and involvement had improved with the exception of one child who's wellbeing scale had improved but whose involvement remained low; this child has social communication difficulties with significantly delayed receptive and express language.</p> <p>We will continue to closely monitor children's wellbeing and involvement and create and implement action plans for those children needing them. We continue to support children's ability to regulate their emotions, make friends, co-operate and solve differences with other children.</p>



Outcomes for children and other learners - (Equalities Objective - this is a statutory requirement to be published on the Website)	
Priority	Current position
4. Improve attendance of all children and in particular those children in receipt of EYPP (OFSTED).	<ul style="list-style-type: none"> • 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. • There is an efficient first day contact system in place with follow up procedures for vulnerable families. • 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. This requires monitoring to ensure no 'Ns' remain on children's records. • Signposting parents when necessary for early help through our Children's Centre Better Start Worker. • Half-termly monitoring of attendance for all children and groups. • Meeting with the Head of School to see how school may be able to assist improvement in attendance and punctuality. • Letters may be sent where children's attendance is below 85%. • Sharing of attendance data with receiving school on transition. • Changing the morning story time to 9.30am to help parents/carers recognise the importance of prompt and daily attendance. • By offering universal hours 5 part days, it is hoped that the attendance of children in receipt of EYPP will improve.
5 Improve outcomes for all groups identified as at risk of underachievement	<p>COVID-19 has challenged our measurement of progress and outcomes for many children as they were not attending. All children made progress from their starting points. 55% of children in receipt of EYPP were at or above age related attainment on entry, this had risen to 77% by the end of the year.</p> <p>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 progress meetings and ongoing discussions are effectively used to identify individual children and groups who will benefit most from additional support.</p>



Those children identified with SEND and or as vulnerable are a focus at half termly staff meetings to ensure appropriate support or early intervention is put in place.

All groups:

Natural Thinkers - 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 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. These books are also available for children to take home from the lending library

Using children's interests to engage children in learning.

Offering a varied and inclusive and enabling environment that take into account the local community and its shared cultures, seasonal changes, events and celebrations.

Enrichment activities at school as well as visits and trips (COVID-19 permitting)

**Strategies to improve outcomes for targeted groups:
As above plus**

Talking Tables intervention takes place once a week as well as a weekly **Wriggle and Rhyme, talking boxes, nurture group, music therapy and REAL** These are targeted provisions to extend or support identified children; they are delivered by EYEs and monitored by the SENCo and teacher.

Also see EYPP action plan.



Priorities - detail and milestones

Priority 1					
Long term sustainability through balanced resourcing and provision					
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 21	Milestones, March 22	Milestones, July 22
To increase the numbers of children on Roll	TF	Time- ongoing	Work with children centres to identify families needing a place for children Immediate follow up of admission enquiries and applications Weekly Wriggle and Rhyme session	Increase in total FTE from Autumn Census Stay and Play Session for up to 6 parent/child – targeted at new families and future admissions list (Depended on COVID-19 guidelines) Immediate follow up of admission enquiries and applications Weekly Wriggle and Rhyme session	Stay and Play Session for up to 6 parent/child – targeted at new families and future admissions list (Depended on COVID-19 guidelines) Immediate follow up of admission enquiries and applications Weekly Wriggle and Rhyme session
Prompt applications for SEND funding where applicable	TF	Termly for new children and for existing SEND that turn 3 yrs April New Financial Year re-application for existing EYIF	Applications for all identified new SEND and for existing SEND that turn 3 YOs Application for DAF for eligible new SEND Prompt application for two EHCP assessment requests for returning children.	Applications for all identified new SEND and for existing SEND that turn 3 YOs Application for DAF for eligible new SEND	Applications for all identified new SEND and for existing SEND that turn 3 YOs and reapplications for existing EYIF Application for DAF for eligible new SEND
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 21	Milestones, March 22	Milestones, July 22
A language rich, motivating and enabling environment and progressive, clearly sequenced curriculum that supports children to learn and develop well	TF and Teachers	Staff Meetings and learning resources budget	<p>INSET - values, Intent of our curriculum – attributes, skills. Implementation - how will we achieve this?</p> <p>New EYFS Areas of learning Staff meetings with focus on the knowledge, changes and the impact on practice within the school. This will be linked to the following</p> <p>A review/re-organisation of provision for each class Replenish/purchase necessary resources.</p> <p>Review of progression and support for developing children's mathematical confidence and understanding</p> <p>Establish purposeful counting opportunities as part of daily routines Apply for Specialist Knowledge for Teaching Mathematics – Early Years Programme (Pathway 2 – shape space and measures) through the Thames Maths Hub</p>	<p>Staff training on progression in phonics</p> <p>Review of curricular overview and New EYFS with focus on progression in language skills including developing, practising and using and extending vocabulary</p> <p>Review of core books and vocabulary – role of adults. Re-organisation of lending library. Book Week Federation Teachers Meeting</p> <p>Learning Walks - teaching and support from adults, who respond to children's individual interests and needs and help them to build their learning over time</p> <p>Federation Teachers Meeting.</p> <p>Internal and external moderation</p>	<p>Learning Walks</p> <p>Federation Teachers Meeting.</p> <p>Triangulation of teaching and learning observations, moderation and data confirms that children build their learning over time</p>



			<p>Review phonics scheme and reading books to ensure they meet new EYFS requirements</p> <p>Learning Walks and monitoring of teaching and learning</p> <p>Federation Teachers Meeting.</p> <p>Internal and external moderation of autumn assessment</p>		
Increased parental involvement in supporting their children's learning and development	Teachers	All Key persons	<p>Gardening Fun and Natural Thinkers sessions for parents and children</p> <p>Monthly curriculum newsletters</p> <p>Weekly Wriggle and Rhyme</p> <p>Introduction to raising early literacy achievement – all parents</p> <p>Early maths - workshop 1</p> <p>Introduction to phonics Tuning into sounds</p>	<p>Weekly parent and child book share session</p> <p>Weekly Wriggle and Rhyme</p> <p>Monthly curriculum newsletters</p> <p>Workshop – Using core books to support language development</p> <p>Early maths - workshop 2 Phonics workshop 2 - Rhyme and alliteration, sounds in words</p>	<p>Weekly parent and child book share session</p> <p>Weekly Wriggle and Rhyme</p> <p>Monthly curriculum newsletters</p> <p>Outing for all parents – Horniman Museum</p> <p>Early maths - workshop 3</p> <p>Phonics workshop 3 Blending and segmenting Graphemes and phonemes</p>
Monitoring by who and when			ISC governors SIA visit	ISC governors SIA visit	ISC governors SIA visit



Priorities - detail and milestones

Priority 3					
Wellbeing and involvement of children					
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 21	Milestones, March 22	Milestones, July 22
Effective new settling and support procedures for returning children and new starters	TF	Autumn 2021 INSET and termly staff meeting time to review	<p>New staggered and drop and collection times working</p> <p>New settling procedure in place and tweaked if needed</p> <p>Face to Face parent conferencing meetings to take place</p> <p>All children attend regularly.</p>	<p>Review of Risk Assessment with staff</p> <p>New parents have all signed and returned the COVID-19 declaration</p> <p>If possible, Home visits take place for New children; new children settled in their key groups</p> <p>All children attend regularly</p> <p>Face to Face parent conferencing meetings to take place</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>
Identified children receive targeted support to improve their low scales of wellbeing and involvement	TF and Teachers	Termly Staff Meeting and weekly class discussions	<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>Progress of identified children's reviewed and moderated at mid-year review meeting with children's key persons</p>	<p>Staff Meeting on Children's Leuven scales</p> <p>Progress of identified children's reviewed and moderated at end-year data</p>
Monitoring by who and when			SLT	SLT/ ISC Governor visit	SLT/ ISC Governor visit



Priority 4		Improve attendance of all children and in particular those children in receipt of EYPP (Equalities Objective - this is a statutory requirement to be published on the Website)			
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 21	Milestones, March 22	Milestones, July 22
Parents are aware of the importance of attendance so that attendance improves for all children	TF and Key Persons	Academic Year 2021 2022 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 Create flyer for parents – 'Attendance really matters'</p> <p>Ensure all 'Ns' are followed up promptly 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 Autumn and Spring Terms</p>	<p>Analysis of attendance by groups</p> <p>Ensure all 'Ns' are followed up promptly</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> <p>Re-issue attendance flyer</p> <p>Promote and encourage parents to attend final ISC</p>	<p>Improved attendance for all groups, especially EYPP</p> <p>Analysis of attendance by groups</p> <p>Ensure all 'Ns' are followed up promptly</p>



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 21	Milestones, March 22	Milestones, July 22
Improved outcomes for lower attaining groups - Boys, EAL, EYPP children (Priority 5 and its outcomes link to Priorities 2 and 3 and their outcomes above).	TF	Academic Year Income from EYPP	Wellcom. assessment and On-Entry assessments to completed and priority groups and individuals identified. Complete EYPP Strategy based on predicted income for 2021 2022 All staff are aware of their EYPP, and vulnerable children and groups identified on-entry Identifying target groups and families for workshops and events Gardening and Natural Thinkers programme Talking Tables intervention starts Early phonics sessions start Key person Meetings to discuss the children in their group	Using EExAT, monitor progress and attainment as part of Key person review meetings Additional support and challenge in place for identified children Staff meeting and action points – boys, their interests and learning Key person review meetings	EYPP strategy reviewed Wellcom. Assessment reviews completed Key person review meetings Data shows improved outcomes for target groups including boys and EYPP children
Monitoring by who and when			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 or impact on the quality of provision.

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	REAL	Raising Early Achievement in Literacy