



## 2024-2025 - School Development Plan - key priorities

### Overview of priorities and rationale

\* acronyms list at end of document

#### Leadership and Management

Priority 1	Current position
<p>To ensure long term sustainability through balanced income, resourcing and provision and active support of the wellbeing of all staff.</p>	<p>As anticipated, roll for 2023/2024 continued to be impacted by the borough wide decline in demand for nursery and school places. This change has been heavily influenced by a 25% drop in the local birth rate since 2009, migration due to Brexit and families moving out of the borough. There has been limited long term placement planning across the borough and the result is an oversupply of 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 DERN and they also suggest that attendance at their nursery will assist in securing a reception place at their school.</p> <p>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 termly reapplication that we have now coincided with our termly SEND support reviews. We made and secured three new EHCPs and have made a further 7, successful assessment requests. We anticipate that we will benefit from the funding of just three of the 7 new requests. We are continuing to gather evidence for a further 4 children and have identified 5 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.</p> <p>In addition to the cost of SEND support, we are also faced with rising staffing and fuel costs, the maintenance of aging services, buildings and outdoor areas plus reduced income due to the falling roll. Office staff and the HoS ensure rapid response to all enquiries and applications. Holmewood has strived to adjust to these changes 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 and cuts to the quality or qualifications of staff will impact the quality of our provision. We continue to explore options to protect income and sustain our exceptional provision with more limited resources.</p>



	<p>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.</p> <p>The monthly Health Assured Newsletter is shared with all staff and points of possible interest are highlighted. 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. 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.</p>
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**Quality of Education – Intent, Implementation, Impact (Also links with Priorities 3 and 4)**

Priority 2	Current position
<p>Maintain high quality teaching and learning to ensure strong outcomes for all children</p>	<p>There are two main classes with 3-4 year olds in one class and a mix of returning 2-3 year olds in the other. 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 for their class. To facilitate this both teachers have time allocated in addition to their PPA.</p> <p>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 wanted a way for Key persons to capture child voice within key group times and more dynamically during sessions; to achieve this, INSET was used to introduce and develop our own take on Floor Books. The key person and their children decide the focus and content and while this may be related to the core book 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 on the large pages. Children can look through the book and new comments can be added.</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.</p> <p>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 Evelina Audit and are once again accredited with the Evelina Communication Friendly Environment Award at the enhanced level. During the Autumn term, Wellcomm assessments were carried out for all children and subsequently for all additional new starters. 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. By the end of the year the percentage of children with language at the expected level had increased by 10%.</p> <p>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 a hands-on experience that encourage learning and provide a context for new words to be explored. The 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.</p> <p>Teaching staff have continued their focus on developing teaching and learning of mathematics. The Head of School led CPD focusing on developing staff understanding of the knowledge and skills children need and the optimum teaching strategies to develop children's number sense. By focusing on small quantities staff are able to experience and share with children a feeling for number; this starts with learning counting for sequence &amp; synchronicity, developing cardinality (the fourness of 4), comparison (relative size) and composition (number hidden inside numbers). Part of this ongoing CPD was Action Research into the question:</p> <p>"How can our provision provide daily opportunities for children to develop their understanding of cardinality and use of subitising to solve problems involving small quantities?"</p> <p>To assist with their action research staff were supported in introducing more structured games and active teaching and playing with maths vocabulary - which is more/less, are they the same or different, let's make them the same, can you make them different, how many altogether, finding the odd one out and matching quantities that are arranged differently. Staff reinforced this vocabulary, language and learning by linking and weaving it into our core book teaching and learning. Staff were able to use the learning from their action research to create a number sense progression overview.</p>
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	<p>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.</p> <p>An Early Years Educator leads the delivery of Natural Thinkers across the school. We continue to have a weekly focus on Natural Thinkers; this programme is devoted to developing children's interests, understanding and respect for the environment and nature as well as their communication and language skills. 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 their wellbeing and involvement and their characteristics of effective learning.</p> <p>Termly moderation sessions have taken place to ensure common agreement across all staff and we also engage in moderation with our Windmill cluster schools. We hope to restart moderation across the federation during 2024 2025.</p> <p>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 provided regular supervision to their class teams. Staff performance management is closely linked to the quality of teaching and learning priorities. The quality of staff and child interactions continue to be a key focus together with discussions with staff about where children were when they started, where they are now and their next steps in learning,</p> <p>Throughout 2023 - 2024, on entry data was exceptionally low in prime areas of learning and this impacted on attainment in the specific areas. Observations of children and monitoring of data confirmed that all groups made progress from their starting points.</p>
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**Outcomes for children and other learners (Equalities Objective - this is a statutory requirement to be published on the Website)**

**Current position**

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 Priority 3 and Priority 4

<b>Priority 3</b>	<b>Current position</b>
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Improve outcomes for all groups	The Autumn data confirmed low achievement in both communication and language (CAL) and personal social and emotional development (PSED). On entry only 36% were at the level expected for their age, by the end of the year this had risen to
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<p>identified as at risk of underachievement</p>	<p>47%. Our end of year data confirms that while attainment has improved, communication and language and personal, social and emotional development continue to impact the specific areas of learning; this was particularly significant for the leaving cohort of children.</p> <p>Girls continue to outperform boys across all areas however, compared to girls, the percentage of boys achieving at or above the expected level had a greater increase across all prime and specific areas with the exception of Expressive Arts and Design which remained at a similar level of achievement; all boys made progress from their starting points. The gap between boys and girls remains an area for further specific development during the coming year.</p> <p>There were 24 children in receipt of EYPP and of these, 15 were on the SEND register and 11 children were EAL. 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 in communication and language and sustained progress in PSED and Physical development. On entry 16% of children in receipt of EYPP were at the level expected for communication and language compared to 41% of children not in receipt of EYPP. At the end of the Year the percentage of children at the expected level for communication and language had risen to 40% of EYPP children and 49% for Non EYPP; this is an increase of 24% for children in receipt of EYPP compared to 9% for Non EYPP. Improved communication and language of Children with EYPP, has supported EYPP children to have accelerated progress in all the specific areas learning with a value added of 22% in both areas of mathematics and 18% in Understanding the World and over 10% in Literacy.</p> <p>There were 48 children with EAL, 12 children were also in receipt of EYPP and 18 children were SEND. While achievement in communication and language has improved, it remained low and has impacted the specific areas of learning although accelerated levels of progress have been made in mathematics, with 11.5 % more children at the expected level.</p> <p>Identified areas for curriculum development for all groups are Communication and language and PSED. There will continue to be development of teaching and learning of mathematics and literacy.</p> <p>All groups are supported through quality first teaching. Adult interactions with children during both planned and child-initiated play are critical in supporting children's learning and development. 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.</p> <p>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.</p>
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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.

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 and to learn about and appreciate 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
- Using children’s interests to engage children in learning.
- Offering a varied, inclusive and enabling environment that take 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

Strategies to improve outcomes for targeted groups:

- **As above plus** targeted provisions to extend or support identified children. An **Interactive Group and story times** intervention takes place twice a week 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)
- Music Therapy
- Targeted workshops and parent sessions including the programme, Raising Early Achievement in Literacy (REAL)
- Targeted outings and enrichment experiences

All children have made progress from their starting points however boys, EYPP and EAL continue to be the groups at risk of underachievement.

**Behaviour and Attitudes – links with our Equalities Objective (Priority 3)**

**Current position**

Staff 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, wellbeing and involvement using the Leuven scales and children’s’ characteristics of effective learning as these are also key influences on children’s motivation



and positive attitudes to participation, teaching and learning. Action plans are created to support identified children and these are reviewed and updated termly.

Through whole school Team Teach training, we recognise the impact ‘negative’ emotions can have a child’s wellbeing, involvement and learning. 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. This will continue to be a focus for us (See below AND Links with our Equalities Objective)

We have strong relationships with our Windmill Cluster primary schools and groups of year six pupils regularly visit from the school opposite, for shared reading and gardening with the children.

**Personal Development - links with our Equalities Objective (Priority 3), Behaviour and Attitudes**

Priority 4	Current position
To ensure all pupils are offered a rich and broad range of experiences	<p>The year started with a trip to Kew in the Autumn term and in the run up to Christmas, 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.</p> <p>A small group of children were invited to attend the London Children’s Flower Society Awards Ceremony as last years’ children were awarded a trophy as well as a Gold Medal for Holmewood’s entry to Spring 2023 Bulb competition. As a follow up, children spent the early spring attending to the 2024 daffodils, planting 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.</p> <p>Following 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.</p> <p>In the summer term, whilst our core book was the Little Red Hen, children made a trip to the local Brixton Windmill where they acted out the story and leaned about growing and milling wheat. Back at nursery, all children learned</p>



	<p>to make bread. Making bread has become a weekly activity for all children as it offers a wealth of both mathematical, language and literacy learning as well as promoting engagement, turn taking and sharing.</p> <p>All the children from the upstairs classroom enjoyed a visit to the Hyde Park Learning Centre where parents and children were able investigate and explore things in the surrounding environments and compare what they found. This was an amazing opportunity for parents to find out more about outdoor learning; we followed this visit up with our Summer Outdoor Learners, Explorers and Gardening Fun week at Holmewood. This week included a range of outdoor activities including making mud bricks, weaving, clay printing, painting with natural materials, collecting snails, creating transient art and planting sunflowers and potatoes.</p> <p>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.</p>
<p>Increased parental involvement in supporting their children’s learning and development</p>	<p>Given the ongoing difficulties with engaging parents to support outings into the community, we decided to entice all the parents and children in the upstairs class with a trip to Kew by coach at the start of the Autumn Term. This was an enormous success and we had more volunteers than were needed. Children were able to build on their learning from Kew during the Autumn Natural Thinkers and Gardening Fun week which again involved parents. Our ‘We love reading week’ included a coffee morning for parents to meet, talk about learning and have an opportunity to make their child some bear ears ready for our Teddy Bear’s picnic and a REAL workshop (Raising Early Achievement in Literacy).</p> <p>A variety of other workshops and parental engagement activities also took place including three Natural Thinkers and Gardening Fun weeks, engagement with our Big Garden Birdwatch and maths workshops as well as monthly wriggle, rhyme and story time sessions. We held three Family Friday sessions with focus on mark making, messy play, stories and rhyme. All 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.</p> <p>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.</p> <p>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.</p>





**Priorities - detail and milestones**

<b>Priority 1</b>					
<b>To ensure long term sustainability through balanced income, resourcing and provision and through active support of the wellbeing of all staff.</b>					
<b>Intended outcome</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 24</b>	<b>Milestones, March 25</b>	<b>Milestones, July 25</b>
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  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 mental health, wellbeing and workload  SIP review and reflection  Appraisal and supervision	Sharing of Health and Wellbeing Monthly from Health Assured our employee assistance programme  Workload review with staff  Appraisal and supervision	Sharing of Health and Wellbeing Monthly from Health Assured our employee assistance programme  End year staff review of wellbeing and workload  Appraisal and supervision
<b>Monitoring by who and when</b>			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
<p>To improve the wellbeing and involvement of all children and increase their range of characteristics of effective learning (CoEL).</p> <p><b>Links with personal development and Equalities Objective</b></p>	TF and Teachers	Termly Staff Meeting and weekly class discussions	<p>Meeting to discuss and plan support for children’s levels of well-being and involvement and Characteristics of Effective Learning (CoEL)</p> <p>Learning Walk to observe wellbeing and involvement in action</p>	<p>Team Meetings to review and update action plans for wellbeing and involvement plus CoEL</p> <p>Learning Walk to observe CoEL in action</p>	<p>Staff and Team Meeting on Children’s Leuven scales and CoEL</p> <p>Progress of identified children’s reviewed and moderated at end-year</p>
<p>Staff using a range of strategies to assist with capturing learning journey and progress of children in their key groups</p>	TF and Teachers	INSET Staff Meeting Time Team Meetings	<p>Staff Training - Floor Books</p> <p>Staff to share observations with parents once Baselines completed and moderated in a timely manner) Staff meeting to work on individual case studies</p> <p>Staff meeting on Evidence Me observations and tagging Observations and completing individual overviews</p> <p>Weekly calendar reminder re. sharing of observations with parents.</p> <p>Monitoring of children’s records and key group floor books, clearly</p>	<p>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</p> <p>Monthly calendar reminder re. sharing of observations with parents.</p> <p>Monitoring of children’s records and key group floor books, clearly evidence children's wellbeing and</p>	<p>Internal and external Moderation of on-entry judgements to ensure common agreement</p> <p>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.</p> <p>Meeting to evaluate strategies and next steps for capturing children’s learning</p>



<b>Priority 2</b>					
<b>Maintain high quality teaching and learning to ensure strong outcomes for all children</b>					
<b>Intended outcome</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 24</b>	<b>Milestones, March 25</b>	<b>Milestones, July 25</b>
			<p>evidence children's wellbeing and involvement and the voice of the child - clear starting points</p> <p>Parent conferencing used as evaluation point of parental involvement with child's learning and development</p> <p>Internal and external Moderation of on-entry judgements to ensure common agreement</p>	<p>involvement and the voice of the child</p> <p>Parent conferencing used as evaluation point of parental involvement with child's learning and development</p> <p>Internal and external Moderation of on-entry judgements to ensure common agreement</p>	<p>journeys and progress over time</p>
To further enhanced staff knowledge and understanding of the teaching of Maths to young children	TF	Staff Meeting Time and INSET	<p>Review Medium Term Maths planning to align with our numbers sense progression and pedagogy</p> <p>Staff Meeting to establish children's starting points in Maths</p> <p>Review of purposeful number opportunities as part of daily routine</p>	<p>Staff Meeting on vocabulary Problem solving.</p> <p>Review of Medium Term planning for Maths</p> <p>Action Research: focus on numbers and patterns</p>	<p>Review of Increase in the percentage of children working at the typical level in Number and Numerical pattern for their age</p>
Children access a language-rich environment in which they experience high			<p>Review of on entry assessment complete</p>	<p>Sustained Shared Thinking(SST) and capturing children's stories Staff meeting</p>	<p>Observations evidence range of quality child - adult and child to child interactions</p>



<b>Priority 2</b>		<b>Maintain high quality teaching and learning to ensure strong outcomes for all children</b>			
<b>Intended outcome</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 24</b>	<b>Milestones, March 25</b>	<b>Milestones, July 25</b>
quality interactions and learn different things in different ways, all the time.			<p>Sustained Shared Thinking(SST) and capturing children's stories Staff meeting</p> <p>Observations evidence range of quality child - adult and child to child interactions and sustained shared thinking including entries in Floor books</p> <p>Curriculum Letters shared with parents</p> <p>Strongly resourced indoor and outdoor provision to allow for both independent and planned activities, learning and conversations</p>	<p>Curriculum Letters shared with parents</p> <p>Observations evidence range of quality child - adult and child to child interactions and sustained shared thinking</p> <p>Strongly resourced indoor and outdoor provision to allow for both independent and planned activities, learning and conversations</p>	<p>and sustained shared thinking</p> <p>Language and children's stories - progression</p> <p>All children make progress from their starting points</p>
<b>Monitoring by who and when</b>			ISC governors SIA visit	ISC governors SIA visit	ISC governors SIA visit



<b>Priority 3</b>		<b>Improve outcomes for all groups identified as at risk of underachievement (Equalities Objective - this is a statutory requirement to be published on the Website) also links with priority 2</b>			
<b>Intended outcome</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 24</b>	<b>Milestones, March 25</b>	<b>Milestones, July 25</b>
<p>Improved outcomes for EYPP and lower attaining groups - Boys, EAL and individual children flagged red and amber on the Wellcomm assessment</p> <p><b>Links with priority 2</b></p>	TF	<p>Academic Year</p> <p>Income from EYPP</p>	<p>INSET – tuning into children’s storying</p> <p>Wellcomm assessment and On-Entry assessments to completed and priority groups and individuals identified.</p> <p>Complete EYPP Strategy based on predicted income for 2023 2024</p> <p>Leuven scales and CoEL on entry assessments and action plans <b>(see priority 2)</b></p> <p>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</p> <p>Prompt EYIF applications</p> <p>Staff Meeting – engaging boys in learning</p>	<p>Additional support and challenge in place for identified children</p> <p>Autumn Key person review meetings including EYPP</p> <p>Continue to raise staff awareness of the importance of building resilience and self-regulation in the young children to support their wellbeing and learning</p> <p>Staff Meeting - children’s language Staff Meeting - engaging boys in learning</p> <p>Triangulation of teaching and learning observations, moderation and assessments confirms that children build their learning over time <b>(see priority 2)</b></p>	<p>EYPP strategy reviewed</p> <p>Wellcomm Assessment reviews completed</p> <p>Key person review meetings</p> <p>Data shows improved outcomes for target groups including boys, EYPP and EAL children. <b>(also see priority 2)</b></p>



			<p>All staff are aware of their EYPP, vulnerable children and groups identified on-entry</p> <p>Identifying target groups and families for workshops and events (Maths, Natural Thinkers and Gardening Fun, REAL)</p> <p>Staff Meeting – children's vocabulary and the impact of language on learning skills</p> <p>Key person Meetings to discuss the children in their group</p>		
<b>Monitoring by who and when</b>			ISC governors	ISC governors	ISC governors

<b>Priority 4</b>	<b>Personal Development - links with our Equalities Objectives, Priority 3 and Priority 2</b>				
	<p>To ensure all pupils are offered a rich and broad range of experiences;          To Increase Parental involvement in supporting their learning and development</p>				
<b>Intended outcome</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 24</b>	<b>Milestones, March 25</b>	<b>Milestones, July 25</b>
To ensure all pupils are offered a rich and broad range of experiences	Teachers Key Persons HoS	Academic Year Staff Meetings and INSET	<p>Outings and visitor programme confirmed</p> <p>Natural Thinkers – project daffodil</p> <p>All About You and Me Book introduced</p>	<p>Surprised project</p> <p>Maths outdoors</p> <p>Write Dance</p> <p>I love reading Week</p>	<p>Lifecycles – plants, butterflies, ducks and children</p> <p>Growing and Caring for Plants</p> <p>Write Dance</p>



			Write Dance introduced		Holmewood Heroes
Increased parental involvement in supporting their children's learning and development <b>(Links with Priority 2 and 3)</b>	Teachers HoS	Academic Year All Key persons	Gardening Fun and Natural Thinkers sessions for parents and children  Literacy Workshop 1 – Environmental Print and Language Literacy Workshop 2 Mark Making and Books  Maths Workshop 1  Monthly curriculum newsletters  First Educational Outing  Farm Visitors	Big Garden Bird Watch as start/finish to 2nd Gardening Fun and Natural Thinkers Mark making  Maths Workshop 2  Core Books Workshop  Monthly curriculum newsletters  Educational Outing 2  Half Termly Wriggle Rhyme and Story Time followed by Coffee Morning	Gardening Fun and Natural Thinkers sessions for parents and children  Monthly curriculum newsletters  Leavers Outings  Maths workshop
<b>Monitoring by who and when</b>			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.

#### 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



