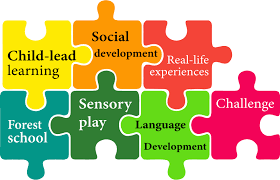
**Hirst Wood Nursery School development plan, 2023-24**

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| **Total on roll = 76 (September 2023)** | **Number of pupils** | **Percentages** |
| Girls | 32 | 42 |
| Boys | 44 | 58 |
| EHCP in place | 6 | 8 |
| Enhanced Nursery Place | 9 | 12 |
| English as an Additional Language | 4 | 5 |
| Child Protection /Child in Need Plan | 0 | 0 |
| 3 year paid for place | 4 | 5 |
| School deferred | 8 | 11 |
| Child Looked After/Adoption Order/Special Guardianship | 2 | 3 |
| Early Years Pupil Premium | 5 | 6 |
| Attendance pattern 15 hours  30 hours | 26  59 | 23  77 |
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**Principal priorities, 2023 – 24**

Continue to develop our high-quality inclusive practice, disseminating distributed leadership through School to School support to impact on wider outcomes for children.

Development of the curriculum to reflect the needs of the children and provide clear progression, developing learning and resilience, whilst promoting self-regulation and wellbeing. Ensure the range of experiences will excite, engage and build on natural curiosity for their future. (cultural capital). Use the ORIM framework to impact on outcomes for children.



Continue to strengthen parental engagement and involvement, in particular the co-construction of children’s celebratory Records of Achievement via EYLog.



Investigate the Government’s initiative to universally expand the 2-year-old offer to all families. Provide a feasibility study of demand versus risk.

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| **Intent** | **Implementation** | **Impact** |
| **Quality of education** | | |
| An inclusive EYFS curriculum in operation with high ambition for every child, that all colleagues value and invest in. Assessment is used to effectively enhance and improve learning, but is not burdensome to support colleagues’ well-being.  Small group work for children at risk of underachievement is effective. Focus on well-being, self-regulation, restorative justice and developing relationships, extending language development. | Continue to develop our personalised, individually challenging curriculum that meets each child’s needs. Ensure that our environments are thought-provoking, evocative and enticing for deep level learning.  Continue with enticing curriculum enrichment strategies to promote confidence, independence, speech and language intervention for example; Forest School, dough disco, Gardening club, yoga. This will to enhance teaching and learning opportunities. Allocate a lead practitioner for each intervention.  Create a “Storytellers” enrichment group that introduces new vocabulary, bibliographic skills, story sacks, songs & rhymes to promote a lifelong love of learning. Produce parental handout for partnership working. | Monitoring: through discussion with staff, individualised analysis of EYLog records, review of planning documentation (long, medium & short term). Review continuous provision and enhancements to ensure that children are engaging in sustained shared thinking opportunities, with the physical and human resources.  Monitoring: through discussion with staff and analysis of EYLog records and Early Years Developmental Journals / Provision maps & IEPs on a half termly basis. Use children’s summative assessment data to track which interventions are most successful and decide how best to offer these to all children to ensure equality of opportunity. Use ‘barriers to learning’ and adverse childhood experience screening to identify children who are at potential risk of delay  Evaluation: Headteacher report to governors, external improvement partner visit, governor visits. Lead Practitioner to produce and share handouts for each cohort who are participating in each intervention to increase parental knowledge, understanding and involvement. |
| **Intent** | **Implementation** | **Impact** |
| **Quality of education** | | |
| Ensure equality of opportunity in a communication rich environment through a variety of ways such as augmented communication strategies (objects of reference, photographs, Widgit symbols, visual timetables, Picture Exchange Card System, Now and Next boards).  Introduce and consolidate the use of natural language acquisition strategies (Gestalt Language Processing) introduces predictable stages that begins with production of multi-word “gestalt forms” and ends with production of novel utterances.  Ensure that all colleagues are working in an ***ORIM*** informed way. Teaching teams are responsible for children’s playful learning and development, and share the around approach to early childhood pedagogy with parents. | Create a teaching team of specialists who are additionally experienced and trained in providing high quality inclusive education. Considering training and resources to ensure the highest quality personalised curriculum.  Support colleagues in all areas of provision to ensure that visual symbols are being used to support communication. Equal value is placed on signing, verbal and non-verbal communication.  Share techniques with parents & carers so that they can consolidate use at home. Invite parents to review their language needs and work in partnership to introduce and achieve this for us to introduce, practice and praise increased communication techniques.  Teaching teams individualised the ***opportunities*** of time, space, materials and experiences they offer. They can ***recognise***each subtle and important developmental changes and respond to each child accordingly. Colleagues ensure their ***interactions*** with children are meaningful and that their play is rich and sustained. They act as positive ***models***for children for all aspects of learning and development. | Monitoring: Review personalised planning, IEPs and provision maps, observe group times and 1:1 intensive interaction. Review referrals to other professionals and ensure that there is a team around every child. All areas of provision throughout the building are supported by developmentally appropriate visuals (objects of reference, photographs, Widgit symbols) and value is placed on all methods of communication. Monitoring teaching and learning, both in free flow and at group times. ALL practitioners (not just Woodlands team) use visuals to support and extend communication.  Evaluation: At first, children produce “chunks” or “gestalt form” then recombine segments and words into spontaneous forms resulting in the creative, spontaneous utterances for communication purposes. Observe and record on an individual basis so that we can effectively differentiate our responses and expectations of linguistic development. Reports to Governors, reviewing of planning and Early Years Developmental Journal / EYLog to monitor progress and impact of quality first teaching. Half termly reviews of IEPs and parents input. |
| **Intent** | **Implementation** | **Impact** |
| **Behaviour and attitudes** | | |
| Continue to support children’s capacity for  emotional self-regulation, using emotions board and other individualised supports.  Change the Zones of Regulation provision to incorporate ‘The Colour Monster’ so that children can work towards developing their skills of emotions literacy to support well-being, self-regulation and the ability to share with others how they feel.  School development meetings look at the revised Behaviour Policy & Guidelines to incorporate restorative justice approaches / co-regulation before self-regulation strategies and a range of skills to support this for young children. | Continue to use a variety of visual prompts (objects of reference / photographs / Widgit symbols) to support children’s growing awareness of the implementation of visual approaches to support the skills of emotional literacy and self-regulation. New resources introduce a complexity of emotional vocabulary that will support the more able children to label different emotions.  Time and training materials allocated to discuss new Behaviour Policy & guidelines, specifically focussed on restorative justice, self and co-regulation strategies to empower colleagues to support and empower children.  Introduce and embed restorative justice approaches and co-regulative skills will enhance our repertoire of strategies to support young children’s impulsivity and emotional immaturity. | Evaluation through Pupil Progress reviews, IEPs, teaching team observations, School development meetings, Continuous Professional Development opportunities.  Classroom observations and use of the SSTEW scale, behaviour management and observation of how children interact with each other, adults and the learning environment.  Monitoring: Meetings, EYLog, learning walk, anecdotal evidence from teaching teams. Governor visits & reports, internal and external monitoring reviews & action plans. |
| **Intent** | **Implementation** | **Impact** |
| **Personal Development** | | |
| Continue to improve parental engagement and partnership. Reinstate parental groups in the classrooms, community events, open days etc.  Ensure that parents know who their child’s key worker is, how they can communicate and contribute to their record of achievement and be part of the wider school community.  Develop children’s records that are clearly co-constructed with parents, that include evidence of the child’s voice and reflect the diversity of the families we are working with.  Use strong relationships to reinforce the message of every day counts to achieve high attendance.  Introduce further intergenerational opportunities for the community to enjoy experiences together.  Themed weeks to incorporate a ‘how to at home’ guide for parents & carers to gain a greater understanding of the curriculum, and how to incorporate this at home.  Parental survey to ascertain what could be improved about home / school communication & relationships. | Strong transitional arrangements such as ‘new starters stay and play’ sessions, ‘getting to know you’ appointments, social media posts, website, newsletters, handouts. Plan in for parental workshops and invite parents into the setting at least every term.  Information on key worker system, updated School prospectus and staff team to be shared with parents.  Track parent engagement and progress on an  individual level through EYLog and attendance at School events.  Attendance certificates produced every half term.  Grandparents stay and play sessions, community events.  Themed weeks are planned for each half term on ‘we are community’, ‘we are unique’, ‘we are healthy’, ‘we are artists’, ‘we are explorers.  Provide increased opportunities for parents to contribute to their child’s learning journey, offer ‘how to undertake an observation’ workshop / virtual meeting / handout to support parents’ understanding of the EYFS and different areas of learning.  Ensure that our work includes input from all stakeholders (pupils, parents & professionals). Evidence that their voice is heard and shapes all that we do. | Monitoring: Use EYLog to monitor levels of individual parents with recorded engagement. Review attendance at school events and sensitively encourage any underrepresented groups to participate.  EYLog will demonstrate parental participation through sharing of observations and photographs. Attendance registers will allow us to track how many parents attend groups, coffee mornings, stay and play, community-based events.  Record of attendance supports positive transition and places children in a positive place for joining us. Provision is matched appropriate to children’s needs, this also forms and develops relationships between children and staff, parents and staff, parents and parents and allows us to view children holistically. We share how we work with young children and encourage parents to inform us about their child and how they learn at home. Evaluation: Governing Body through the end of year survey and discussions with parents.  Structured plan for children to engage in enrichment on a half termly rolling programme. This allows for revisiting and consolidation of skills for children to embed and extend.  Monitoring: Pupil progress meetings will highlight any children who may have a potential barrier to learning and individual education plans will be created to individualise our response. These will be regularly reviewed to ensure that they are developmentally appropriate, supportive and challenging.  Evaluation: Review the quality of practice in the key areas of: child’s voice, parent input in planning and evaluation, working positively  with diversity. |
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| **Intent** | **Implementation** | **Impact** |
| **Leadership and Management** | | |
| Provide a rigorous and comprehensive Induction programme for new colleagues. Mentor and support new staff to maintain our very high quality of teaching and care.  Produce a feasibility study to investigate the demand and risk attached to creating a 2-year-old provision.  Work with Governors to review staffing / budget / service delivery practicalities / building regulations / planning requirements / health & safety / recruitment / sufficiency / advertising | New colleagues are confident about the school’s ethos, key policies and approaches. Together with mentor support, this contributes to effective teaching and care, and effective leadership of their teams.  The future of the Nursery School is further secured. We continue to have increased waiting lists and our provision reflects the needs and demands of the local community. | Monitoring: Supervision meetings, school development meetings, appraisals to discuss with colleagues any additional support that they require. Provide access to One Drive which is the central point for all policies and guidelines.  Evaluation: New colleagues will feel happy, welcomed and appropriately supported to undertake their roles to the best of their abilities.  Monitoring: Governing Body are aware of the range of options that are being reviewed and are able to contribute their thoughts and ideas.  Evaluation: A decision will be made whether this is the right direction of travel for the School and how best to proceed. |

**Monitoring schedule 2023-24 – reports, recommendations & action plans**

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| **Member of staff** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Sam** | Learning walks, monitoring EYLog observations & overview of planning | | Sustained shared thinking | Quality play & interaction | Independence & creativity | Literacy & phonics |
| **Rosy** | Establish quality of teaching & learning in enhanced specialist provision | | Supporting learning & critical thinking (including assessment) | Review action plan from Spring 1 Supporting and extending language & communication | Diversity & community cohesion | Review action plan from Summer 1 Outdoor teaching & learning |
| **Ruth** | Support new colleagues in planning, observations, assessments & evaluation | | Supporting and extending language & communication | Review action plan from Spring 1 Independence, social & emotional well-being | Outdoor teaching & learning | Review action plan from Summer 1  Inclusive practice in reality |
| **Rebecca** |  | | Independence, social & emotional well-being | Review action plan from Spring 1 Supporting learning & critical thinking (including assessment) | Inclusive practice in reality | Review action plan from Summer 1  Diversity & community cohesion |

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| **External monitoring** | **Autumn 2023** | **Spring 2024** | **Summer 2024** |
| James Tunnel, Nursery Nook coaching & monitoring |  |  |
|  | Local Authority, Keeping in Touch visit |
| **Governor monitoring**  **& visits** | Michelle Litvinov, Governor for SEND, Woodlands Wednesdays |  |  |

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| **Training schedule** | **Autumn 2023** | **Spring 2024** | **Summer 2024** |
| Monday 4th September  Whole school safeguarding | Tuesday 2nd January  BHT training - Makaton signing |  |
| Tuesday 5th September  Nursery Nook – schematic play, scaffolding learning & zones of proximal development | Friday 22nd March  Educational Psychology team – trauma informed practice |  |
| **Colleague coaching & mentoring**  sustained shared thinking  Planning in the moment  Curriculum sequencing & individualised planning |  |  |
| Wed 27th September  Restorative justice approach |  |  |
| Tuesday 3rd October  Leuvens scale – wellbeing & involvement |  |  |