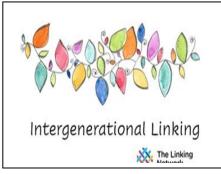


## Hirst Wood Nursery School development plan, 2025 – 26



Widen and strengthen our opportunities for intergenerational play, both internally and externally. Participate in Intergenerational Play Project.



Participate in the Emotion Coaching programme. Emotion Coaching is identified as the key practice to support children by nationwide evaluations of Attachment Aware and Trauma Informed interventions.



Participate in Early Talk Boost research project through EEF. Identify and support children at risk of language delay and provide timely acceleration strategies.



Create and implement a structured and strategic route to ensuring that the school is acting towards, and educating about, sustainability.



Quality of education				
Intent	Implementation	Impact		
Embed the use of our internal toolkit to identify potential barriers to learning to highlight children who are at potential risk of delay. Allocate 2 lead practitioners	Share the use of our toolkit with teaching teams to screen children in terms of Adverse Childhood Experiences, those who require support with co and self-regulation, and those children at risk of delay in communication & interaction.  Consider the child in the context of I have, I am, I can.	Review continuous provision and enhancements to ensure that children are engaging in developmentally appropriate challenging teaching and learning opportunities.		
Participate in EEF Early Talk Boost research project to identify children at risk of language delay. Strategies are shared with parents & carers to embed their involvement. Allocate 2 lead practitioners	Training on Early Talk Boost to be shared with whole staff team alongside the promotion of self-efficacy and metacognition. Parents workshop to introduce the project & gain consent.	Sustainability plans help children understand the interconnectedness of nature and the environment, and the impact of their actions. It fosters critical thinking, problem-solving, and teamwork, crucial for personal development and longer term eco behaviours.		
Produce a Climate Action Plan, share with colleagues, children & parents to promote sustainability. Allocate 2 lead practitioners	Involve children and parents in our sustainable efforts. Publicise our goals and encourage parental involvement in achieving these. Implement this alongside the RHS School Gardening Award.	Monitoring through discussion with staff, individualised analysis of EYLog records, review of planning documentation (long, medium & short term), ECO Committee.  Evaluation: Headteacher report to governors, external improvement partner visit, governor visits, Governor visit reports, learning walks, observations & associated action plans.		



Behaviour and attitudes				
Intent	Implementation	Impact		
Participate in the Emotion Coaching programme. Appoint named Lead and colleagues to support the implementation. Emotion Coaching is suitable for all children and is identified as the key practice to support children by nationwide evaluations of Attachment Aware and Trauma Informed interventions. Allocate 2 lead practitioners	Research project with NatCen regarding the provision of warm and nurturing relationships through self and co-regulation. Undertake surveys with both teaching teams and parents/carers. Environments are structured and predictable to provide a consistent routines and security; clearly defined areas of provision designate different types of experiences. Share strategies with parents & carers	Teaching teams become aware of the child's emotions, recognising the emotion as an opportunity for intimacy and teaching. They refine their skills of listening empathetically, validating the child's feelings, are able to support the child find words to label the emotion, and set limits and explore strategies to solve the problem at hand.		
Whole School training in story massage to promote executive functioning and self-regulation skills.  Allocate 2 lead practitioners.	Planned opportunities for story massage on a regular basis to potentially reduce anxiety and stress, hopefully making children more focused and attentive, which are key components of executive function and the social interaction involved in to improve self-regulation and cooperative skills.	Massage is proven to reduce cortisol levels and increase our oxytocin levels - this should be evident in observing children's behaviour, their demeanour, interactions & levels of involvement.  Monitoring: Pupil Progress reviews, IEPs, teaching team observations, School development meetings, Continuous Professional Development opportunities, EYLog records, SLT monitoring reports  Evaluation: Headteacher report to governors, external improvement partner visit, governor visits, Governor visit reports, learning walks, observations & associated action plans.		



Personal Development				
Intent	Implementation	Impact		
Introduce further intergenerational opportunities for the community to enjoy experiences together.	Plan a timetable of intergenerational opportunities across the academic year inviting the wider community to participate.  Publicise events to generate increased interest and engagement.	Intergenerational practice aims to bring people from different generations together in purposeful, mutually beneficial activities promoting greater generational consciousness, understanding and respect between groups of people contributing to building more cohesive communities.		
Work in partnership with Shipley Manor Care Home via the Intergenerational Play Project.  Further focus on parental involvement, particularly to promote awareness of our lending library, maths library, short term weekly planning and parents clinic sessions.	Work with our allocated lead to coordinate, plan and review the project. Share information with parents and carers.  Continue to email and EYLog short term weekly planning to parents to secure sustained engagement. Use parental questionnaires / anecdotal information gathering regarding parents clinics, workshops etc. to share strategies to help at home.	Monitoring: School development meetings, supervision and appraisals. EYLog, learning walk, planning and evaluation documents. Individual Education Plans. Internal and external monitoring reviews & action plans.  Evaluation: Headteacher report to governors, external improvement partner visit, governor visits, Governor visit reports, learning walks, observations & associated action plans.		



Leadership and Management				
Intent	Implementation	Impact		
Ensure a rigorous induction process for the	Review training needs to ensure that skills are appropriately	Colleagues feel welcomed, professionally supported		
recruited Deputy Headteacher and School	supported and implemented. Provide peer support through	and have a network of peers that they can liaise with		
Business Manager.	access to forums and links with other Nursery Schools. Provide	to further their own knowledge and understanding.		
	access to One Drive which is the central point for links to	The School continues to grow and develop and the		
	training, relevant policies and guidelines. Training is relevant, insightful and impactful.	staffing structure is adequate for the long-term future.		
		The distributed leadership model supports a coaching		
Promote distributed leadership opportunities to	Lead practitioners are highlighted for different projects and	and mentoring approach to sharing skills and		
upskill the whole team, whilst also managing	their remit is to share and drive forward initiatives with the	strategies with the wider team. This will in turn		
workload commitments and well-being.	wider School.	strengthen colleagues' experience and professional		
		development.		
Continue to review admission numbers in	Work with Governors, Local Authority and Sufficiency teams to	The School continues to review the provision and		
response to nationally falling birth rate. Consider	review demand and supply in local area. Consider consultation	takes feedback from the community about what they		
making significant changes (prescribed	to lower age range to incorporate extended entitlements from	need. The financial context remains stable and the		
alterations) to maintained Schools to accept	9 months of age.	School continues to flourish.		
children under 2 years.				
		Monitoring: Supervision meetings, school		
		development meetings, appraisals to discuss with		
		colleagues any additional support that they require.		
		Evaluation: waiting lists, pupil admission numbers,		
		parental feedback, Headteacher report to Governors		