



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



Intergenerational Linking



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
<p>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</p> <p>Participate in EEF Early Talk Boost research project to identify children at risk of language delay. Strategies are shared with parents &amp; carers to embed their involvement. Allocate 2 lead practitioners</p> <p>Produce a Climate Action Plan, share with colleagues, children &amp; parents to promote sustainability. Allocate 2 lead practitioners</p>	<p>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 &amp; interaction. Consider the child in the context of I have, I am, I can.</p> <p>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 &amp; gain consent.</p> <p>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.</p>	<p>Review continuous provision and enhancements to ensure that children are engaging in developmentally appropriate challenging teaching and learning opportunities.</p> <p>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.</p> <p>Monitoring through discussion with staff, individualised analysis of EYLog records, review of planning documentation (long, medium &amp; short term), ECO Committee.</p> <p>Evaluation: Headteacher report to governors, external improvement partner visit, governor visits, Governor visit reports, learning walks, observations &amp; associated action plans.</p>



Behaviour and attitudes		
Intent	Implementation	Impact
<p>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</p> <p>Whole School training in story massage to promote executive functioning and self-regulation skills. Allocate 2 lead practitioners.</p>	<p>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 &amp; carers</p> <p>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.</p>	<p>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.</p> <p>Massage is proven to reduce cortisol levels and increase our oxytocin levels - this should be evident in observing children's behaviour, their demeanour, interactions &amp; levels of involvement.</p> <p>Monitoring: Pupil Progress reviews, IEPs, teaching team observations, School development meetings, Continuous Professional Development opportunities, EYLog records, SLT monitoring reports</p> <p>Evaluation: Headteacher report to governors, external improvement partner visit, governor visits, Governor visit reports, learning walks, observations &amp; associated action plans.</p>



Personal Development		
Intent	Implementation	Impact
<p>Introduce further intergenerational opportunities for the community to enjoy experiences together.</p> <p>Work in partnership with Shipley Manor Care Home via the Intergenerational Play Project.</p> <p>Further focus on parental involvement, particularly to promote awareness of our lending library, maths library, short term weekly planning and parents clinic sessions.</p>	<p>Plan a timetable of intergenerational opportunities across the academic year inviting the wider community to participate.</p> <p>Publicise events to generate increased interest and engagement.</p> <p>Work with our allocated lead to coordinate, plan and review the project. Share information with parents and carers.</p> <p>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.</p>	<p>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.</p> <p>Monitoring: School development meetings, supervision and appraisals. EYLog, learning walk, planning and evaluation documents. Individual Education Plans. Internal and external monitoring reviews &amp; action plans.</p> <p>Evaluation: Headteacher report to governors, external improvement partner visit, governor visits, Governor visit reports, learning walks, observations &amp; associated action plans.</p>





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