

KINTORE WAY NURSERY SCHOOL IMPROVEMENT PLAN 2020-2022

		ONE	TWO	THREE		
AIM	<p><u>Leadership and Management</u> The reorganised leadership team works effectively to implement the revised EYFS framework and maintain the Outstanding judgement in all areas.</p>		<p><u>Quality of Education</u> Assessments are revised in line with the new reforms. Assessments directly feed into the curriculum design. Children who are not on track and identified and support is put in place to remove barriers to learning.</p>		<p><u>Quality of Education</u> The curriculum, provision, resources, activities, adult interactions and routines meets the emotional and cognitive needs of children.</p>	
		Success Criteria	Eval	Success Criteria	Eval	Success Criteria
We will know we are successful if	<p>The leadership team ensures staff are aware and up to date with changes to the Early Years Foundation Stage. The staff understand the intent and implementation of the school's curriculum with a focus on high quality adult interactions.</p>		<p>Staff know the learning and development needs of children. Children identified as 'on track' or needing 'some support' or 'high needs support.' Provision and teaching are adapted according to assessment and identified needs of children</p>		<p>The learning environment supports children's emotional needs. Continuous provision is high quality and meets the different needs and interests of the children particularly those with SEND. The curriculum encourages children to be curious (cultural capital) .</p>	
	<p>The leadership team takes in to account the workload and well-being of the staff, while also developing and strengthening the quality of the provision and teaching through a well-planned curriculum.</p>		<p>The most vulnerable children are supported to access the curriculum and make progress in their learning and development from their starting points. Children with SEND achieve the best possible outcomes.</p>		<p>Staff build on the effective ways that they teach communication skills through singing and story times, during other parts of the nursery day. Communication and language are part of daily planning.</p>	
	<p>New Deputy Headteacher is supported in the role and effectively leads of the curriculum and teaching and learning.</p>		<p>There is an early identification of need and early intervention for children identified as needing high level support. The school uses a range of research based interventions and strategies to support children's learning and development.</p>		<p>The curriculum intent and implementation are embedded securely and consistently across the provision. Children are deeply engaged in their play and sustain high levels of concentration. Children use new vocabulary.</p>	

Actions	Description	Who	Description	Who	Description	Who
	Staff INSET of the curriculum takes place with a focus on core books, rhymes, poems, storytelling and scribing and subitizing. Staff training and meetings focus on the curriculum and the revised framework The Leadership team model and monitor staff interactions to ensure children can access the resources and the curriculum. Deputy Headteacher works alongside colleagues.	EHT DH T	Assessment overview and analysis takes place each term. SENDIF applications are made for individual children or groups of children requiring targeted support. Staff work in partnership with parents to support children and their families. Early Help referrals and children centre support work in partnership with families	SEN CO DHT	Before children arrive, teachers look at all of the classroom to ensure the provision is high quality and inviting and encourage independent and co-operative play and learning. Children's interests and needs are incorporated into the provision, natural and real objects are used to spark curiosity. Training on communication takes place. Sensory toys are purchased.	DHT T
	The leadership team and teachers review and embed the school's curriculum. with a priority for the prime areas. Curriculum plans are shared with all staff and reviewed. Paperwork systems are reviewed and refined.	EHT DH	Robust collection of evidence and observations is in place to support funding applications for those children who are not on track. Resources are purchased to support different needs, Regular meetings to share strategies	SEN CO	Teachers' meet regularly to develop consistent practice. Planning meetings focus on core books and new vocabulary More copies of core books are purchased. Reading takes place throughout the day.	T
	Regular teachers' meetings take place there is regular communication with the teachers across the federation sharing good practice and inspirational ideas.	DHT T	Staff are pro-active in discussions with parents and carers if a child is identified as needing support in their learning. Bucket times and intensive interaction is used to develop attention and relationships. Use tools effectively to enable further diagnostic assessment.	SEN CO DHT	All staff know what the core book /rhyme/ poem is through the classroom display and intent statements. The provision is regularly refreshed and reviewed according to the curriculum and identified needs.	T

		FOUR	FIVE	SIX		
AIM	Behaviour and Attitudes Children are skilfully supported by adults who are emotionally available to co-regulate and develop self-regulation.		Personal Development Mental Health and Well-Being is a priority for children and staff.		Finance and Sustainability The school continues to develop its financial sustainability.	
	Success Criteria		Success Criteria		Success Criteria	
We will know we are successful if	Staff confidently use a range of techniques to support children to co-regulate and to develop self-regulation skills including conflict resolution techniques.	Eval	The school has a curriculum focused on emotional development and relationships. ● Empathy dolls are used effectively to support children in managing their feelings. Children are engaging in co-operative play	Eval	The redesign of the playground from funding provided by Building Company building student housing in Alscot Road. Playground works in line with the SEN provision as funded by Southwark.	●
	Staff are aware of the impact of trauma and adverse childhood experiences (ACE's) and recognise the signs and symptoms of trauma in young children and are committed to building trust and relationships.		Children's Mental Health and Resilience in School is improved through a curriculum focused on emotions. ● Mental Health Champions have access to high quality training with a focus on the materials available at the Anna Freud Centre.		The school has a sustainable staffing structure. Staffing structure is reviewed and recruitment take place in Spring/ Summer term. The school take a solution focused approach to staffing	●
	There are clear and consistent transitions in place- children are supported to tidy up and participate in age appropriate group times		Children happily engage in fun and engaging activities that promote inclusion and creatively. Children join in singing activities with enjoyment. Children use their senses when gardening. Role play playdough woodwork making playdough ● Children have positive experiences rich in talk and which provide cultural capital. Children have regular opportunities to engage in multi-sensory play and a creative curriculum which provides opportunity to explore, develop their imagination and to create in a variety of media. Children begin to develop a sense of self-identity that		Money from grants is implemented and the school continues to find alternative sources of funding.	●

			supports them to express themselves and to connect to others through Expressive Arts.			
Actions	Description	Who	Description	Who	Description	
	Regular PSED meetings take place in teams. Staff discuss children and specific incidents/triggers and share strategies and ideas. Emotion Coaching training materials are developed to provide staff with a toolkit. All staff are responsible for ensuring the classroom has a positive atmosphere. Proactively creating a space where all children are able to feel safe and happy and ready to play and learn.	EHT DH	IMHRS (Improving Mental Health and Resilience in Schools) grant outcomes are implemented. (Empathy dolls and wheeled carts are purchased) The provision and curriculum are designed to focus on children's emotional development and 'having fun' as part of our recovery curriculum. Familiar resources are provided to support children who have limited experiences as a result of the pandemic and to support settling.		Meet with Alumno Meet funders from other sources (Barings Bank) Plans for KW garden redevelopment are created, quotes obtained and works to take place summer 2020.	EHT T SB M
	Self-reflection and PSED meetings are used to identify children who may be displaying signs of trauma. The school has a 'loving' pedagogy, staff are provided with handouts, training and webinars that focus on secure attachments.	EHT DHT	There is a mental health Champion in each school who is trained in mental health and well Being. Regular PSED meetings reviewing children' wellbeing and progress. In these meetings we review our practice ensuring that challenges are being met and that we are consistently implementing best practice so that all children thrive	EHT DHT	Complete staffing profiles to reflect different scenarios of falling roll as well as increasing rolls. Complete any reorganisation that may be necessary as identified in different JD's at different Grades and any posts that need deleting or expanding for the needs of the service	EHT T SB M
	Agreed transition arrangements for tidy up time / going to lunch/ coming back for lunch/ sitting at the lunch table and group times. Teachers evaluate these routines and ensure there is consistent limit setting.	DHT T	INSET and staff meetings are focused on team work and working well as a team that support each other to deliver the best opportunities for all children Team agreements are created and regularly reviewed.	EHT DHT T	Apply for additional grants Design the tree house Air Quality Audit targets implemented. Hedges in planters to replace fencing in playground. Air Filtration Unit installed in sensory room.	EHT T SB M

