

**KINTORE WAY SCHOOL IMPROVEMENT PLAN 2024-2026**

		ONE	TWO	THREE		
<b>AIM</b>		<p><b>Leadership and Management</b> The new staffing structure is successfully implemented at Kintore Way. The Federation works in partnership to develop and support with the implementation of reorganisation of SEND leadership. EHT works strategically with Southwark LA to develop the Early Years Strand of the SEN/D strategy and to explore alternative models of early years provision. Teachers across the Federation share best practice. Parent Governor is elected and governor visits take place.</p>	<p><b>Quality of Education</b> To support children’s speech and language development in a range of ways, such as large group activities, small group sessions, back and forth interactions and more specialised interventions.</p>	<p><b>Quality of Education</b> To develop ways of recording learning and progress in a meaningful way that continues to focus on workload reduction</p>		
<b>We will know we are successful if</b>	<b>Success Criteria</b>	Eval	<b>Success Criteria</b>	Eval	<b>Success Criteria</b>	Eval
	The staffing structure in place continues to ensure children received high quality care and education. The structure is regularly reviewed in light of pupil numbers and the school responds to increasing or declining demand and any changes in light of SEND funding/ arrangements		All staff working with children have a good awareness of what represents appropriate development at each stage and have access to programmes that assist them to support children’s language.		There are consistent approaches to record keeping and assessment across the Federation.	
	Federation SENDCo/AHT works in partnership with the EHT and DHT to deliver SEN/D provision at KW and share best practice. Code of Practice is implemented and followed and staff training across the Federation develops staff K&U of research based interventions. Teacher’s meetings re-established.		Children make good progress in their communication and language skills and through interactions with adults and their peers they demonstrate increasing language and communication skills and vocabulary.		Manageable systems are developed to record progress- and the cycle of Assess/plan/ do / review with a focus on the prime areas of learning targeted for children who require a high level of support.	
	Governance – Parent Governors are recruited and meeting times consider governor availability to ensure they can attend meetings link governors visit the schools to develop their roles. Governors attend Southwark training and support the SLT.	●	Children are quickly identified with Speech and language needs and staff respond to needs through planned and unplanned activities and resources to ensure children make progress in their communication skills.		Formats used are simple and informative and children with an EHCP have Individualised Education Plans in place.	●

Actions	Description	Who	Description	Who	Description	Who
	EHT taking on the SENDCo role with support from Federation SENDCo. DHT at KW leading on communication at KW with support from TG SENDCo Admission numbers are regularly checked -SLT meet to review the use/ reopening of closed rooms- costings are explored and requirement takes place if there is a demand for a full time room for 2 year olds.	EHT, DHT, AH T	To introduce and implement the Wellcomm Speech and Language Toolkit for Screening and intervention- trialing different approaches. Staff meetings and Staff INSET in the autumn term introduces the programme. Trial screening on home visits. Explore ways to reassess through the year to monitor impact of interventions. <b>Cost: £400 for resources</b>	DH T	The teachers across the Federation share the strategies they have been trialing and agree some consistent approaches where appropriate	DHT T
	INSET day – sharing information across both schools re SEN interventions and supporting delivery at KW within framework of new staffing structure. TG staff attend an INSET day at KW to observe provision and the use of resources TG: additional resources to enhance SEN provision during targeted sessions; exchanging resources across both settings. TEACCH station set up in classrooms <b>Cost £200 resources</b>	EHT AHT DHT	Planning and assessment identifies key vocabulary to be used. Children identified as having significant language delay receive targeted support where possible. Core books are used to introduce new and more complex words. Ambitious songs are learnt and performed with families. <b>£300 Replenish books</b>		Wellcomm screening provides a useful and effective way to record assessments for communication and language.	DHT
	Elections take place in the Summer term Link Governors attend Skills audit used to recruit governors with the skills and knowledge required.	AHT	Staff carry out Wellcomm screening for children identified as needing some support or a high level of support for communication. Wellcomm screening targets are shared with parents/carers Parents will be seen to be working in partnership with Kintore Way to support their children's language and communication skills.	DH T	Formats are trialed where targets from professionals and targets from children's EHCP are included in an Individual Education Plan.	T

FOUR		FIVE		SIX				
AIM	<b>Behaviour and Attitudes</b> Children receive the appropriate support and strategies to develop self-regulation skills. To develop children's understanding of consent and body boundaries. To develop 'rough and tumble play within consent-based boundaries		<b>Personal Development</b> Children develop a sense of belonging through a curriculum that focus on developing children's relationships. Healthy Eating is promoted.		<b>Safeguarding, Finance and Sustainability</b> To continue to ensure the Federation is a safe place and financially sustainable and able to responds to the changes in the Early Years offer.			
	Success Criteria		Eval	Success Criteria		Eval	Success Criteria	
	Good partnership working supports children and improves children's ability to co-regulate through effective co-regulation.		●	Children engage in playful activities in large groups and learn to play games with each other.		●	Health and Safety audit actions are completed in a timely manner. Updated risk assessment (Benefit/risk assessment) are in place	
	Children develop their understanding of risk and danger and begin to understand how to keep themselves safe.  Aspirational language is used rather than 'Be careful'		●	Parents support activities and become involved in different aspects of the curriculum, talking to the children about the different things they do as a family. Festivals and special events are celebrated.		●	The environment is maintained to a high standard within financial constraints	
Children's wellbeing/mental health/behaviour begins to improve.		●	Snack times introduce children to a range of healthy foods and provides a meaningful way to taste and learn about new foods.		●	Deficit recovery plan actions are achieved. SRMA audit actions are implemented- Key Performance Indicators are in place. Lunch times – trial ways to run one kitchen across the Federation		
Actions	Description		Who	Description		Who	Description	
	Staff build strong and effective partnerships with families, getting to know them as well as possible, in order to support early identification of any wellbeing/mental health/behavioural issues.		EHT AHT LT T	Games like "What's the time Mr Wolf?" Hide and seek, ring games, Duck, Duck Goose etc. are introduced and played regularly to encourage children to be part of a group, sharing fun and laughter together. Adult develop imaginative play by developing narratives based on rhymes, books and interests.		EHT AHT T	Health and Safety action plans are shared at F&R committee meetings. Termly health and safety inspections are carried out with the link governor. Risk assessments reviewed and updated.	

Key Eval (evaluation) ● completed ● started and on track ● need to start not started

	<p>Staff meet with parents/carers where there are concerns around children's wellbeing / mental health/ behaviour. Consent-based referrals are made to outside agencies [e.g. EP, Early Help, CAMHS] as appropriate.</p> <p>INSET Day on supporting 'Rough and tumble play' takes place <b>COST £300</b></p>	<p>EHT DHT DH AHT  T</p>	<p>Sing-a-longs include songs that reflect the languages spoken in the nursery as well as teaching children and families new or traditional songs and rhymes.</p>	<p>AHT LT T</p>	<p>Funding from Alumno/ Cleaner, Greener, Safer and other grants are used to improve the playground – staff and stake holders are involved in the design process <b>Costs for playground £60,000</b></p>	<p>EHT SB M</p>
	<p>Strategies to support children's wellbeing/mental health/behaviour are shared with parents, through conversations. Children are supported to understand that there are natural consequences to unacceptable behaviour.</p>	<p>AHT LT T EYE</p>	<p>Parent donations are added to snack times and more variety of snack is provided to include starchy food and vegetables</p>	<p>EHT DHT DH T</p>	<p>Financial Key Performance Indicators are created and monitored. The financial monitoring ensures actions in the school's deficit recovery plan are followed and the school remains on track to come out of deficit by year 5. Trial running one kitchen and delivering meals to save money.</p>	<p>EHT SB M</p>

**The Federation of Kintore Way Nursery School and The Grove Nursery School**

**Improvement Plan 2025-2027**

	Context/ Self Evaluation/ (Why?)	Priority (What ?)—Headings are linked to new Ofsted Toolkit	Actions (How?)	Cost	Who?	When?
1	The EYFS was revised for Sept 2025 Now a requirement for Safeguarding training Paediatric First Aid/ Eating arrangements Both schools are due a H&S audit Nov 2026 [F&R]	<b><u>Safeguarding</u></b> The Federation is a safe place and fully compliant with the EYFS and Health and Safety legislation	Implement the changes in the EYFS ensuring <b>mealtimes</b> and <b>sleep routines</b> are attentive to care needs as well as opportunities for learning.  Inset with both schools on the new framework (Sept 25)  <b>Paediatric first Aid</b> training for both schools (Sept 25)  Federation have a <b>joint Safeguarding INSET day</b> with a focus on developing reflective practitioners who can support and challenge each other.  <b>Health and Safety Audits</b> [Nov '26] to ensure the Federation is fully compliant. Health and Safety Governor link visits take place	£800 Per school training costs      Safeguarding training £1500	SLT Catering Manager   EHT  EHT Head   T Cole J Ross	Sept 25
2	Southwark Changed the formats requesting an EHCP in Jan 25. We reviewed our own assessments to create short term targets. SMART targets We had children identified as 'Short term support' however we realised the support was needed all year	<b><u>Inclusion</u></b> The most disadvantaged children are identified and strategies put into place to ensure barriers are addressed and the curriculum meets their need and progress is made.  Assessments and provision use the graduated approach to identify children who need additional support.	Disadvantaged children identified, shared with staff and tracked HIGH PRIORITY Cycles of <b>Assess/plan/Do/ Review</b> are implemented for all children and steps of progress are broken down into targets. Interventions identified and delivered by trained staff.  Assessment( APDR) identify children who require additional support [Wave 1 / Wave 2/ Wave 3  <b>Implement Southwark Individual Support Plans</b> and integrate professional advice into SMART targets  There is an <b>EYPP lead</b> in each school and the strategy is implemented and monitored effectively. <b>Kintore Way Successful</b>	£600 cover costs  Free training provided by Southwark	EHT DHT AHT     C Navaie C Zanabi	Autumn 25

			<b>implementation of Pilot for specially gathered provision</b> <b>The Grove- explore ways of using Moon Class</b>			
3	Our curriculum needs reviewing and streamlining to include priorities of this cohort. Following training from OT, we realised there were many steps to toileting and getting children toilet trained quickly is a high priority each school has a very different learning environment.	<b>Curriculum and Teaching</b> The current curriculum is reviewed and streamlined to consider a greater emphasis on self-care skills such as toileting, communication, co regulation and Executive functioning and reflects our 'Loving Pedagogy'	Staff develop the skills to break down learning into smaller steps. OT provided a document and training and children identified.  The curriculum reflects core <b>SMART targets and interventions</b> . To use autumn assessment info to plan the rest of the year  A focus on <b>Love, Nurture and Joy</b> . There are opportunities for active learning and real life experiences.  <b>KW One project Maths games</b> and skills broken down to smaller steps -showing progress Culminating in children playing complex Maths games Adults to develop confidence delivering games for all children using the recommended steps of skill differentiation for math skills and for Executive Function Skill.	INSET costs £1000 [shared across 2 schools]	S Maskell TG  C Zanabi - KW	Summer 26
4	There are a significant number of children with Speech and language needs across both schools Gap identified between SaLT in clinic and school-am identified need to 'Bridge the Gap' Language delay is the significant barrier to access the curriculum and to learning.  Ensuring that there is an awareness in school community of the relatively 'small window' in which language skills most easily develop and supporting all parents to be involved in children's learning.	<b>Achievement</b> Speech and language needs are identified quickly and timely referral made, children make good progress in their communication due to high quality adult and child interactions, adaptive teaching and provision.	<b>Commissioned SaLT across both schools-</b> [light touch at TG] liaise with clinic therapists and share SALT targets with the classroom staff, SALT model and coach staff on strategies to support children's speech and language skills and provide visuals and resources. Children at KW are screened twice a year EYPP are prioritised and curriculum adapted as a result of screening. KW Embed Wellcomm- staff implementing training from last year Children at KW are screened twice a year EYPP are prioritised and all children supported to access the curriculum through clear support of language needs  The Grove- Begin Wellcomm training in Spring	Commissioning £11,000KW £3000 TG April  <b>2026-2027</b> £16,320 34 DAYS kw £6,729 The Grove  KW – cover costs £1000  Free training and resources	DHT Class Teachers SaLT   SHrec C Navaie and S Neary	Sept 25

	<p>We have our own assessment forms, there is a significant workload issue regarding assessment and analysis of assessment. We would like to look into electronic systems that are fit for purpose.</p>	<p>2025- to explore electronic systems for assessment to reduce workload and create meaningful analysis.</p>	<p>2025 term to support a quicker process for identifying and completing a referral. <b>The Grove -SHrec</b> introduced by C Navaie and Early Years Consultant and monitoring/ coaching and feedback provided to staff- roll out to KW Sept 26 if successful</p>	<p>Cover costs for Shrec TG £1000</p>		
5	<p>Young children become emotionally deregulated and can react in a physical way. We want to ensure our environment, routines provision and teaching supports children to develop the skills needed to manage their emotions,</p> <p>Parents often need support with managing children's behaviour. We want to be able to share strategy's and 'top tips' The Federation developed a 'Loving Pedagogy' following extensive work with Tamsin Grimmer.</p> <p><b>Sensory circuits</b> is an intervention the Federation has started to use in order to support children to regulate senses and emotions so that they are ready to start their nursery sessions ready to play and 'ready to learn' .</p>	<p><b>Behaviour</b> behaviour through high quality and responsive interactions. A tailored response, reasonable adaptations and interventions support children who need additional help.</p> <p>Strengthen parental engagement through workshops and regular meetings to share strategies- complete the behaviour 'Ice Berg' to identify possible reasons</p> <p>Sensory circuits implemented in Sensory room KW and Soft play TG</p>	<p>Sensory provision is available for children inside and outside A total communication approach is in place and Objects of Reference and visuals are used to support transitions. Staff use distraction techniques, grounding techniques as well as ensuring clear boundaries are in place and reinforced</p> <p>Teachers meet with parents regularly where there may be ongoing concerns to be '<b>Behaviour detectives</b>'</p> <p>Co- regulation – <b>Sensory circuits</b> are introduced across the Federation and introduced in the</p>	<p>£80 2x Copies of Child in the 'NOW'</p> <p>The Grove Sensory Gym £2000 resources</p> <p>Kintore Way sensory Gym £1000 Free training</p>		<p>Autumn 25</p> <p>Spring/Summer 2026</p> <p>Summer 2026</p>

			<p>sensory room at Kintore Way and Soft Play at The Grove.</p> <p>Empty classrooms are being repurposed to create a 'Sensory Gym'</p>			
6	<p>We know that good relationships and healthy attachments are fundamental to children's growth and development. Our pedagogy reflects this knowledge and our intention is that all children that attend our nursery feel safe, genuinely cared for and happy. Love, healthy development and strong learning go hand in hand; they are inseparable.</p> <p>The Federation developed a 'Loving Pedagogy' following extensive work with Tamsin Grimmer.</p> <p>Tamsin has she has recently created 'NOW' Scales to support those working with young children to reflect on their practice and pedagogy and we want to incorporate these 'Now' scales into our reflection of our pedagogy and curriculum.</p>	<p><b><u>Personal Development and Well-Being</u></b></p> <p>The Personal Development curriculum prioritises adult and child relationships and child to child relationships</p> <p>The curriculum is developed to ensure there are opportunities to promote joy and happiness.</p> <p>We provide meaningful opportunities for children to learning about themselves, others, the local community and the world.</p>	<p><b>2025-2026</b></p> <p>Intensive interaction is used to develop relationships and back and forth interactions SaLT model and coach staff. Adult: Child Interaction (ACI training provided by Speech and language therapist.</p> <p><b>2026-2027</b></p> <p>SLT across the Federation familiarise themselves with the '<b>Child in the Now</b>' resources and webinars [Spring 2026]</p> <p>Explore joint INSET with Tamsin Grimmer/ Aaron Bradbury arranged for 2026-2027</p> <p>Trial using rating scales when looking at adult interactions – introduce to staff Autumn 2026</p> <p>Community Events, sing a longs, trips, visitors and parent involvement are joyous events and build a sense of community</p>	<p>£400 training</p> <p>£400 per school for community events- new speaker £550</p>	<p>DHT and Lead Teacher</p>	<p>Summer 2026</p> <p>Spring 2026</p> <p>Academic Year 2026-2027</p> <p>Every ½ term</p>
7	<p>Schools are required to have a Climate Action plan and TG teacher worked with Siren films to create a film showcasing the work being done.</p>	<p><b><u>Climate Action</u></b></p> <p>The staff are aware of the three pillars of sustainability and the curriculum reflects the Federations commitment to teaching children about recycling, saving water and bio-diversity</p>	<p>Children are actively involved in recycling, they use reclaimed materials in their play, save water and reuse, are actively involved in planting.</p> <p>Work towards low waste events [food waste] reusable cups</p>	<p>Small world recycling trucks TG £80 KW £80 Reusable Cups £200 Food waste and compost bins</p>	<p>Claire Navaie</p>	<p>Spring 2026</p>

				£400 Cover costs £800		
8	The DfE has introduced statutory guidance around attendance, previously was recommended. The new EYFS guidance has carried this through for Nursery School. At Nursery is non-statutory, attendance continues to be a Federation priority.	<b><u>Attendance</u></b> The importance of attendance is promoted by all staff- highlighting the risk of school avoidance in the future Key People talk to parents in meetings 3 times a year	Daily attendance monitoring/ monthly/ termly Key People talk to parents in meetings 3 times a year. Teacher meets parents/ SLT meet parent-signpost to services [Early Help]		TC Office Managers All staff	Autumn 2025
9	The established AHT/ SENCO at TG relocated and EHT Head no longer has capacity to be SENCo at KW. A Federation AHT/SENCo has been trialled this term and this has been successful [Agency post] now need to recruit as a matter of urgency.	<b><u>Leadership and Governance</u></b> To ensure the <b>leadership</b> team is <b>highly effective</b> and use their detailed insight to analyses school performance and is <b>financially sustainable</b>	Recruit AHT/SENCO – HIGH PRIORITY  Leaders monitor the progress of disadvantaged children ensuring barriers Regular learning walks take place with feedback and coaching.  KW finance audit takes place March 26 TG Pensions audit [Jan 26]  Staffing structure is sustainable and plans are made if pupil roll drops  Begin to explore offering under 2's provision at The Grove initially.	Recruitment costs £300	EHT SBM	