

# North Islington Nursery School and Children's Centre

School Improvement Plan 2019-2020



## Area of Focus: Quality of Education

**Rationale:** The Toddler Room has undergone many changes over recent years due to staffing placements, including that of the room leader. The team is now led by a very experienced nursery nurse and the staffing team is stable. Over recent years we have also increased our 2 year old intake.

**Aim:** To continue to raise the standard of teaching and learning in the Toddler Room by all staff consistently providing effective interactions with children

Success Criteria	Actions	Actions Completed and Impact
<p>Staff will be confident in providing <b>positive</b> interactions with children that <b>enhance</b> their <b>learning</b> in an age/stage appropriate way. This learning will not be limited to cognitive understanding/knowledge but may support a child's social/emotional development. Children will be allowed time to think and respond</p> <p>The agenda for learning will remain firmly at what the child is doing/interested in and not what the adult assumes should be happening</p> <p>Staff will value the importance of high quality conversations with children. Modelling language during conversation will provide children with new vocabulary and will allow for the opportunity of subtly correcting grammar</p> <p>Staff will be effective in using interactions to model the process of thinking. Adults will ensure that they model 'Thinking hard' when solving problems in play and will also model perseverance, trying again and finding alternative solutions. This allows children to imitate these behaviours and strategies which will positively impact on their learning/development</p> <p>Staff will be confident in scaffolding children's learning effectively during child led play. Adults will effectively support a child's individual attempts at acquiring a skill or achieving a goal through commenting, suggesting and using open ended questioning</p> <p>Children will be engaged in longer/sustained interactions with adults which support further learning/understanding. During interactions the adult will offer the child:</p> <p><b>Vocabulary</b> (extending the child's single word contribution by offering a phrase or sentence in return)</p> <p>A question that clarifies what the child has said</p> <p><b>A comment:</b> about a personal experience or a similar idea that the adult has had</p> <p><b>Knowledge or information:</b> That the practitioner thinks might be helpful</p>	<p>Use the class overview sheet/whiteboard to record fascinations/interests and observations which feed into adding something to the environment so that continuous provision is enhanced by the addition of fresh resources or the bringing together of resources</p> <p>For adults to add something fresh to children's thinking – planting an idea – offering a suggestion or by posing a question that naturally builds upon what a child has said</p> <p>Read hand out given by Sally on Provocations and Enhancements to learning</p> <p>Use room meetings as a way of communicating what we know about children's learning and sharing ideas of how it can be enhanced through provision and conversation</p> <p>ECAT/ACT training for all staff working in the toddler and baby room. This will allow staff the time to video their interactions with children and to watch back and reflect on their effectiveness</p> <p>For practitioners to remember to use effective teaching strategies: <b>Commenting/Pondering/Imagining/Connecting</b> etc</p> <p>The list is up on the wall in all classrooms</p> <p>For ALL STAFF to accurately complete entries on focus child sheets – everyone needs to know about focus children's interests and fascinations and how these interests are going to be supported to enhance learning opportunities</p> <p>ALL KEY PERSONS are required to keep up to date observations of their children which record progress over time and which is shared regularly with parents. The room leader with support from Becky will at all times have an over view of the progress that children are making and a Priorities for Learning plan must be in place after data collection each term</p>	

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**Rationale:** The attainment for children in our 'disadvantaged groups' was lower than that compared to other children as of Summer 2019. Although the progress that these children made over time was good or better, we feel that it is necessary to ensure that interventions/support is in place at an even earlier stage so that attainment for these groups of children is raised.

**Aim:** To ensure that room leaders and colleagues, accurately identify and put support/interventions into place for those children at risk of not meeting age related expectations by the time that they leave for reception class.

Success Criteria	Actions	Actions Completed and Impact
<p>Any concerns that arise from 2 year progress review meetings are followed up immediately by Becky (SENCO) in consultation with parents</p> <p>Staff will be confident in discussing children's development with their parents/carers and will be able to offer support and advice and where necessary referrals via Becky (SENCO)</p> <p>Extra funding will be requested from the LA where we need to put interventions into place for individual children</p> <p>All staff will be familiar with the Short Term Plans of the children in their classes and ALL staff will play a part in implementing strategies and providing support outlined in plan</p> <p>The roles of the support workers in each class will be clear and staff will utilise support staff so that 1:1 and small group work is carried out effectively</p> <p>Effective links with NHS partners means that support is in place in a timely way and that staff are kept up to date with training/knowledge/effective strategies</p> <p>Child Protection/Child in Need/Looked After Children and Early Help meetings will identify individual needs for particular children and there will be a clear plan in place for support/impact</p> <p>Effective spending of our Pupil Premium Grant will be clear and actions will impact positively on the progress/attainment that these children make</p>	<p>To continue to conduct and follow up on 2 year old progress review meetings – any concerns shared with parents/staff/relevant professionals</p> <p>Utilise training opportunities from NHS partners. Particularly around Speech and Language therapy so that staff are informed with this referral pathway including Chaterpillars etc. training will also support staff in identifying potential development speech delay/disorders</p> <p>A focus for staff training around wellbeing and mental health in young children delivered by our Play Therapist Ayesha to take place. Ayesha will work with staff around creating calm spaces – setting up a sensory room</p> <p>Becky will continue to apply for funding from the PELSEND panel with a clear plan on how the money is to be spent and what support is going to be in put into place. The impact of support will be recorded termly. Short Term Plans updated every 6-8 weeks.</p> <p>9<sup>th</sup> December our link Speech and Language therapist will deliver training for ALL staff around understanding speech and language development. She will then work with toddler room staff around understanding and working with ASD children</p> <p>Notes from safeguarding/early help meetings will be shared with staff working in that room with regards to support plans and the DSL will be notified of any decisions made at these meetings so that plans can be carried out effectively</p> <p>Cath Rive (Artist) will continue to work with PP children to raise attainment in all areas of the EYFS through talk/art and play. Her work will be recorded in photo books/displays</p>	

## Area of Focus: Personal Development

**Rationale:** Financial restraints (including staffing) have impacted on the amount of out of school activities that we have recently provided. We want to ensure that all children have opportunities to learn about the world around them and about the lives/culture of those who attend the school. We would like to explore ways in which we can continue to provide outstanding learning opportunities about the world in a way that is affordable and effective.

**Aim:** To ensure that teaching across the school year provides opportunities for all children to explore learning experiences that will enrich their understanding of the world around them

*Howard Gardner* sums up cultural capital and cultural entitlement with the beautiful phrase that every child has a spark inside him and it's our responsibility to ignite that spark. The importance of having a creative staff who can embellish and fascinate children by using creativity and imagination to extend their experiences and bring fun to their daily lives cannot be overstated. Extended language, arts and crafts, music, singing, poetry, drama, film making, storytimes, outings, galleries, museums, theatre, art exhibitions, science, shopping and eating – all can be daily activities which, with a stretch and a twist, we can open children's senses to a new world.

Success Criteria	Actions	Actions Completed and Impact
<p>Children will have the opportunity to engage in shared learning experiences with their parents/carers</p> <p>Information shared with parents will provide useful for enabling parents to understand how their child is learning and how best they can be supported at home</p> <p>Teaching and learning will be centred around children's interests and fascinations and staff will be continually thinking about how this learning can be enriched through visits/outings/resources/visitors attending the school</p> <p>Our calendar of festivals and social events will be well planned and embedded in our daily continuous provision and enhancements to the learning environment. Parents will work in partnership with us to ensure that all children are exposed to quality learning opportunities about the world around them and the lives/cultural backgrounds of others</p>	<p>To continue to provide planned Fun Friday events that have a themed content</p> <p>Create handouts for parents/carers to read, with suggestions for home learning</p> <p>Named staff to lead on planned weekly cooking activities for parents/carers to come into school</p> <p>Re launch home school Book Lending scheme for all children. Small story/song bags made available for younger children</p> <p>For staff to act upon what they see children interested in and how the learning can be enhanced through extra curricula activities such as taking a tube ride for a child fascinated by transport or by visiting an art gallery for children engrossed in colour mixing</p> <p>Staff will need to be creative in how they ensure learning is enriched as budgets/staffing ratios are tight. Being resourceful may mean using parents/visitors as a source of knowledge</p> <p>Plan budgets effectively to ensure that we can provide relevant materials and resources. Where necessary, raise money through fundraising events</p>	

## Area of Focus: Leadership and Management

**Rationale:** The budget in this area has been considerably cut over a number of years and there are statutory training requirements that staff are required to undertake and gain priority over other training opportunities. The leadership team now need to look into ways in which high quality CPD opportunities are available for staff that reflects the budget that we have but that also ensures that staff can deliver highly effective teaching to improve outcomes for all children.

**Aim:** For leaders to ensure that all staff have access to relevant and challenging Continuous Professional development that allows them to effectively implement the requirements of our outstanding curriculum

Success Criteria	Actions	Actions Completed and Impact
<p>Staff will be proactive in requesting additional training opportunities within the performance management system</p> <p>The performance management system effectively provides opportunities for staff to discuss career development opportunities</p> <p>CPD will be closely linked to the School Improvement Plan and will ensure staff are given opportunities to meet set targets</p> <p>The budget set for CPD will be managed effectively</p> <p>The leadership team will effectively pinpoint areas for improvement in teaching and learning and will tailor training opportunities to meet individual/group needs</p> <p>The leadership team will link up with other early childcare providers to share costs, make links to share expertise and conduct curriculum visits</p> <p>Reading materials will be available for staff to share to enhance knowledge and understanding in current early years topics</p> <p>Early interventions for children who have been identified with additional needs/development concerns show positive impact on overall attainment</p> <p>Staff are confident in using subject knowledge when working alongside children. This is clear in teaching observations. The quality of teaching and learning across the school is outstanding</p>	<p>Local Authority training calendar placed in staff room with notices about other training opportunities</p> <p>Performance Management arrangements to be shared with all staff with a yearly over view of the process. All staff are encouraged to complete their own self review before targets are set to ensure that they request relevant training opportunities</p> <p>Monthly budget monitoring will allow us to plan for training opportunities and Sally/Becky/Laura will source best value for money courses/INSET</p> <p>Reintroduction of Development Mornings to ensure that all staff are attending training sessions at the same time. This will allow the leadership team to share information/lead on training in a more effective way</p> <p>Laura/Sally to use the apprenticeship scheme to enable staff to access further CPD opportunities</p> <p>Continue to create links with Margaret Macmillan and Kate Greenaway so that room leaders are sharing good practice/moderating attainment judgements and linking up for shared INSET to spread costs</p> <p>Sally to ensure that high quality reading materials are available for staff to share to enhance knowledge/understanding in relevant early years topics</p>	