

# North Islington Nursery School and Children's Centre

School Improvement Plan 2021-2022



## Area of Focus: Quality of Education

**Rationale:** In September 2021 we adopted the updated Early Years Foundation Stage Framework. We have prepared for many of the changes but need to finalise our agreed curriculum offer and to ensure that this is fully embedded in the classrooms and is shared with parents/carers and governors.

**Aim:** To ensure that the school is fully prepared to deliver the school's curriculum which reflects the updated EYFS (September 2021).

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><b>A question</b> 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 overview of the progress that children are making and a Priorities for Learning plan must be in place after data collection each term</p>	<p>Toddler room is now using the class overview sheet to document children's interests and learning that has taken place. Some individual staff have a personal PM target to ensure that they consistently contribute to this document. The provision for the children better reflects what has been documented but this is still an area for improvement</p> <p>Planned CPD for March 2020. Sally and Becky to lead with all toddler room staff attending. CPD will focus on how 2 year olds learn and how the learning environment provides learning opportunities and the adult's role within this</p> <p>This took place before Lockdown and was a very successful session. Staff talked in depth about how 2 year olds learn and reflected on how well the environment lends itself to this type of learning. Staff jointly agreed that there were too many resources on offer and that the way they were presented/stored led to confusion or a huge mess! Staff decided to reorganise the room. The week after the room was reorganised, the school went into Lockdown</p> <p>Staff will video themselves during interactions with children which will be shared with Sally/Becky to highlight effective teaching and where support/coaching might be needed. This is planned to take place before end of Spring Term 2020. This did not take place due to lockdown but a new schedule is now in place to begin after October half term 2020</p> <p>Booked INSET for Oct 2021 for Julie Fisher – Interacting or Interfering</p> <p>Increase in quality and quantity of observations made for all 2 year olds. Sally has worked directly with individual staff to ensure observations are concise,</p>

informative, show progress and are used to inform further teaching/learning

There had been a marked improvement of the quality of observations made by staff in toddler room. Sally worked directly with individuals during their non-contact time to support them in identifying key learning points in their observations and then supported them in understanding how they could provide resources and learning opportunities to support best steps in learning. Sally and Becky will continue to offer this support

Staffing changes to Toddler room for September 2021 will strengthen the teams ability to record insightful teaching interactions which the team can build upon

#### **October 2021**

**The leadership team are continuing to support the staff that work in this room. There are a high number of children with additional needs that attend sessions in this room and we are working with the local authority to address this and seek top up funding to ensure that these children have access to 1:1 work. Our SENCO is creating short term plans for identified children and staff use these within their daily teaching and learning provision.**

**Staffing this term is not as stable as we had hoped. We have 2.5 vacancies that are filled by agency. The posts could not be filled by open recruitment.**

**The leadership team have created a room action plan to closely identify which aspects of teaching and learning can be improved and this is linked closely with the settings performance management cycle. Part of this action plan includes physical support and coaching from Sally, Becky and Kirsten.**

## Area of Focus: Quality of Education

**Rationale:** The attainment for children in our 'disadvantaged groups' was lower than that compared to other children as of Summer 2020. 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 PELSSEND 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>	<p><b>2 year old progress meetings have taken place as arranged. 1 referral to Social Communication Team and 1 to Chatterpillars</b></p> <p><b>Staff have attended 1 of 2 part training for Autism Awareness.</b></p> <p><b>1 staff member in Toddler room and 1 staff member in Ocean room have attended Attention Builders so that they can deliver effective 1:1 or small group sessions for children with social communication difficulties</b></p> <p><b>Referral to LA for funding for 1:1 was successful. We have employed an agency worker until July 2020 so that staff in Ocean room can be released wo lead 1:1 work with a child with severe social communication difficulties</b></p> <p><b>All short term plans are up to date and children/staff are being supported by relevant professionals</b></p> <p><b>Our appointment of a Play Therapist has been particularly successful. Children that are being supported would otherwise be on a waiting list for CAMHS. This group of children are making significant progress in relation to managing their feelings and behaviour which also impacts positively on their capacity to progress in other areas of learning</b></p> <p><b>Our continued appointment of Cath with our PP money ensures that children have the opportunity to attend activities that enrich our already varied curriculum.</b></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-curricular 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>	<p>Trips for toddler room and ocean room children took place in December 2019 to the local theatre in Finsbury Park</p> <p>Theatre Tots, a travelling theatre company attended the school as part of World Book day celebrations.</p> <p>Fun Fridays' continue to be held once each month and parental involvement has been high, particularly in Ocean Room</p> <p>2 staff members have attended training linked to supporting bilingual families as partners in their children's learning. 1 of these staff members has a PM target of encouraging parental participation in the toddler room – particularly targeted those parents of the eligible 2-year-old children</p> <p>Curriculum afternoon took place in November 2019 but was not well attended. We held it on an INSET day hoping that more parents would attend. Handouts were prepared to share with parents regarding how children learn through play. Some of these have been left in the reception area and parents have commented positively on them. <b>We successfully changed the day/time of the next curriculum afternoon and held on a Saturday. This was very well attended and will become a feature.</b></p> <p>Due to COVID-19 and restrictions placed on schools, it is not possible to plan outings and visits with children at this time. We will review this target in January 2021</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 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>	<p>Some training was undertaken during the period from September 2019-March 2020. (Pre COVID) 2 new staff members attended twilight sessions with Early Excellence linked to creating a purposeful learning environment and developing positive interactions between adults and children</p> <p>Sally and Becky led on a series of training sessions with staff in toddler room around improving the learning environment and ensuring that staff noticed schemas and were able to effectively act upon these observations to consolidate fascinations and learning opportunities</p> <p>INSET planned for October 2020 with Julie Fisher around effective interactions has been postponed until Feb 2021 due to COVID-19</p> <p>1 SEND staff member attended Attention Builders (2 days) and Sensory Circuit Training (2 days) to support ASD children. This was a free course with the local authority Another SEND staff member attended 2 sessions of Sensory Circuit training – again this was free of charge with the local authority</p> <p>The Whole school completed Makaton Training so that all staff are now competent in using signing as our universal language at the school</p> <p>Staff all completed Food Hygiene, Fire safety and Manual Handling training online. Appointed Fire Marshalls attended a one day training session in December 2019</p>

Due to restrictions on attending any face to face training for at least the coming term, the leadership team will look at ways in which they can support staff development 'in house'. This will be more achievable this term due to new staffing shifts and Sally and Becky not needed in rooms to cover

There is currently a good selection of up to date and relevant reading material available for staff to loan. We hope to add to this selection as the school year progresses and topics of interest are highlighted by staff

- Whole school safeguarding training Sept 2021
- Whole school INSET with Julie Fisher – effective interactions Oct 2021
- 3 staff attending Leadership[ Training Nov 2021
- 2 Staff attending planning in the moment training Dec 2021
- Under threes Exploring Schemas Nov 2021
- Mathematical Development (6 month course) Jan 2022
- Exploring Self-regulation Jan 2022

