

North Islington Nursery School and Children's Centre

School Improvement Plan 2022-2023



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/summer 2021. 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>Staff work together in a cohesive way and all staff are well informed about children, their needs and are ready to deliver an appropriate curriculum from day one of a child attending the setting.</p> <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>Change of staffing teams including a new room leader.</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>9th 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>All short term plans are up to date and children/staff are being supported by relevant professionals</p> <p>Our continued appointment of Cath with our PP money ensures that children have the opportunity to attend activities that enrich our already varied curriculum.</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	
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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 2021 to the local theatre in Finsbury Park. Children also attended trips to Highgate Woods, Coram Fields and Freightliners Farm.</p> <p>At the beginning of September 2022, Kirsten held a transition session for children moving to the nursery class to inform parents/carers, who and what their children will be learning and routine of the day etc.</p> <p>Fun Fridays' continue to be held once each month and parental involvement has been high, particularly in Ocean Room</p> <p>Curriculum afternoon took place in October 2021 and one is planned for October 2022. Handouts will be 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. 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.</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 face to face training was undertaken during the period from September 2021 March 2022.</p> <p>The leadership team has purchased online twilight training sessions with Early Excellence and Early Education linked to a wide range of subjects including outdoor learning, creative thinking and schemas.</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 with Julie Fisher around effective interactions took place in October 2021</p> <p>INSET on Exploring Self Regulation took place in Feb 2022.</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</p> <p>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 but new staff will need to complete this training this school year.</p> <p>Staff all completed Food Hygiene, Fire safety and Manual Handling training online.</p>

		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
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Area of Focus: Leadership and Management

Rationale: Following the circulation of a parent questionnaire in Summer Term 2022, it was noted that communication for some parents/carers was not as high quality as we would have hoped. Despite some wonderful feedback, it was commented that parents are not always sure about what their child is learning/doing whilst at school. Despite ensuring weekly feedback via our Family app and our comprehensive monthly newsletters, the leadership team have discussed practical ways in which the school provides valuable feedback to parents/carers about their child's learning and development.

Aim: To ensure that parents/carers are familiar with the school's vision and aims and are informed and regularly updated on what and how their child is learning and developing during their time at the setting.

Success Criteria	Actions	Actions Completed and Impact
<p>Parents/carers have been provided with copies of the school's curriculum and are supported in understanding our ethos</p> <p>Staff are able to articulate the school's vision, aims and ethos to new parents during home visits/stay and play sessions and settling in periods</p> <p>Parents are invited to attend the school to at least once each term to discuss their child's progress with their child's key person</p> <p>Staff are available where appropriate at the end of each session to provide brief feedback to parents and that staff will ensure a follow up meeting at a convenient time is made for any parental queries that cannot be managed effectively at the end of each day.</p> <p>Fun Fridays and curriculum days are well attended</p> <p>Celebration events are well planned and involve parents/carers</p> <p>Our parent governors are available to meet with parents/carers at a convenient time</p> <p>Staff keep up to date and accurate records of their key children</p> <p>There is a strong key person system in place where parents are invited to attend planned sessions to find out about what/how their child is learning/developing</p> <p>Newsletters are sent out once each month and are accessible to everyone</p> <p>Use of Parentmail to update parents of planned events in addition to newsletters</p>	<p>Copy of the School's Curriculum is on the school's website and paper copies are available in main office, classrooms and staffroom</p> <p>Staff meeting in October to refresh existing staff and update new staff on vision and aims – ensure all staff have access to a copy of the settings curriculum</p> <p>Kirsten will lead on preparing a series of webinars where she will talk about different aspects of the school's curriculum and where parents/carers can ask questions.</p> <p>Room leaders to ensure that when a child is a focus child, their parents/carers are invited into the classroom to find out what their child has been learning and to discuss their development</p> <p>Room leaders/class teacher to ensure that staff are provided with sufficient time for non contact to update children's records Key people will ensure that they are keeping profile books and summative assessments up to date and that they are available to share with parents/carers at any point</p> <p>Fun Fridays to be planned a term in advance and shared with parents to ensure maximum attendance.</p> <p>Boards to show their child's key person to be created and displayed inside or outside of rooms</p>	<p>This action is complete and parents/carers have been signposted to read this document online</p> <p>Fun Fridays are planned for this term. To ensure that new children are not distressed at their parent/carer attending the setting the first 2 Fun Fridays will take place outside of the classroom – Fun Friday coffee morning for new parents on 30th September and October's Fun Friday will be held on Saturday 8th October as our Curriculum open day. This will allow parents/carers to visit the setting and see the classrooms set up and to explore how we teach areas of the EYFS</p>

