

North Islington Nursery School Improvement Plan 2023-2024



Feedback from Parent/Carer Survey

July 2023

Strengths	Areas for improvement
<ul style="list-style-type: none"> My child feels happy at the school. I feel that my child is safe at the school. My child is treated fairly and with respect. The school helps my child to feel confident. Behaviour at the school is managed effectively. The learning experiences for my child are engaging and stimulating. My child is encouraged to be healthy and physically active. The school is a welcoming and friendly place. 	<ul style="list-style-type: none"> I receive helpful and regular feedback about how my child is learning. The school encourages me to be part of my child's learning.

Ofsted Inspections January and May 2023

What Does the School Need to do to Improve Further?

Short Inspection January 2023: *“Sometimes staff do not make the most of opportunities to extend children’s learning. Leaders should ensure that staff know when and how to maximise children’s learning, particularly to support their communication and language development.”*

Early Years Inspection May 2023: *To further improve the quality of the early years provision, the provider should:*

- Help staff to further support children’s understanding of their emotions and the possible consequences of their behaviour.*
- Ensure that staff provide consistent support to help children become independent with their personal care.”*

Cohort % of Children Meeting Age Expected Levels of Development

Baby Room:

November 2022						
PSED	CL	PD	L	MD	UOW	EAD
100	100	100				

March 2023						
PSED	CL	PD	L	MD	UOW	EAD
94.1	94.1	94.1				

July 2023						
PSED	CL	PD	L	MD	UOW	EAD
94.1	94.1	94.1				

Toddler Room:

November 2022						
PSED	CL	PD	L	MD	UOW	EAD
59.5	59.5	83.8				

March 2023						
PSED	CL	PD	L	MD	UOW	EAD
59.5	59.5	86.1				

July 2023						
PSED	CL	PD	L	MD	UOW	EAD
72.2	66.6	88.8				

Ocean Room

November 2022						
PSED	CL	PD	L	MD	UOW	EAD
30.4	41.3	52.2	34.8	46	50	37

March 2023						
PSED	CL	PD	L	MD	UOW	EAD
29.8	42.1	59.6	33.4	42.1	54.3	50.9

July 2023						
PSED	CL	PD	L	MD	UOW	EAD
62.5	65.7	85.7	58.9	67.9	73.2	71.4

Key Priorities for year 2023/2024

Quality of Education	To ensure that staff are equipped with the coaching, supervision, training and tools to support them when working with children with additional needs
Behaviour and Attitudes	To ensure that all children can manage their own feelings and behaviour through provision, policies, support staff and partnership with parents and outside agencies
Personal Development	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
Leadership and Management	To continue to consider and put into place realistic ways in which the school can reduce our deficit budget.

Key Priority 1

Area of Focus: Quality of Education	
Aim: To ensure that staff are equipped with the coaching, supervision, training and tools to support them when working with children with additional needs	
Intent	Implementation
<ul style="list-style-type: none"> All staff will be confident in identifying children with additional needs and will seek support/advice from the room leader/class teacher/senco or head teacher. Staff will be confident in delivering differentiated learning opportunities for children with additional needs. Staff will be confident in using agreed teaching approaches such as using Makaton, objects of reference, leading language groups and attention builders groups. Staff will be confident and consistent in using agreed approaches to supporting children to manage their feelings and behaviour. Staff will be confident in sharing concerns with parents and knowing where to signpost them. 	<ul style="list-style-type: none"> Supervision meetings the schools personal development programme will be used to ensure that staff will have access to relevant training, coaching and support. Staff will use additional resources to differentiate learning at any appropriate opportunity. Half termly development mornings will be used to reflect on the needs of the children and how well our planned strategies/policies are working. Leadership team members will be in these meetings. Time allocated for photos for choice boards and objects of reference are readily available/accessed by staff. Leadership team members on hand to support any parental meetings if appropriate. To continue to use CAMHS and Ayesha (play therapist) to support staff training, staff meeting discussions etc.

- The school will continue to invest in up to date text books/share articles relevant to need of the staff/children/parents

Key Priority 2

Area of Focus: Behaviour and Attitudes

Aim: To ensure that there is a consistent approach to supporting children to manage their feelings and behaviour

Intent	Implementation
<ul style="list-style-type: none"> • All staff will be supported via coaching and training to promote positive behaviour and will manage challenging behaviour by trying to understand the function of the behaviour and what is being communicated. • Classrooms will be (within limitations) sensory friendly and will contain small, quiet, and contained spaces. • Staff use a consistent approach in supporting children to manage their feelings and behaviour. • Routines in the school are consistent and predictable. Visual timetables and choice boards will enable children to feel prepared. • The leadership team will actively seek support from outside agencies where applicable. • Parents/carers will be informed when difficulties in supporting us their child's social and emotional development arises. • All staff will be trained to use Makaton as a universal way of communicating. • Supervision meetings will support staff in addressing any training/coaching needs they may have. • Continuous provision and provocations will be age/stage appropriate and spark interest and challenge for individuals and groups of children. • The school's Behaviour Policy will be reviewed annually which will be created by all staff and shared with parents and governors. 	<ul style="list-style-type: none"> • Thoughts and concerns addressed through supervision meetings, room meetings to identify needs of individual staff. • Using Ayesha and CAMHS as a point of support to ask questions, meet with parents, make referrals. • INSET in January from Early Education around Positive Behaviour Management. • Room leaders are responsible for ensuring that strategies to reduce challenging behaviour are implemented. For example – Visual Timelines, Sensory corners, Circle time, • Supervision meetings scheduled and completed in a timely way. • Learning walks will identify that continuous provision is appropriate. • Sally to share Behaviour Policy update after training in January. • Parents to be invited into school to work with staff if concerns are raised regarding children being able to manage their feelings in an age/stage appropriate way.

Key Priority 3

Area of Focus: Personal Development

Aim: To empower staff in ensuring 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 including features of sustainability.

Intent	Implementation
<ul style="list-style-type: none"> • For the school to ensure that parents are involved in their children's learning • For all children to have the opportunity to take part in cooking/food preparation in all classes. • That children's interests are recognised and that staff plan appropriate activities that will extend learning through chosen interests. • To ensure that all children access learning outside of the school throughout the school year. • To make use of the outside spaces to learn about our immediate environment such as planting and growing, nature and wildlife, weather and climate. • To continue to offer planned seasonal activities such as duckling eggs, caterpillars, international evening etc. as 	<ul style="list-style-type: none"> • To continue to provide planned Fun Friday events that have a themed content. • Named staff to lead on planned weekly cooking activities for parents/carers to come into school. • 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 • Staff will 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>well as ensuring that the school celebrates the cultures of our community.</p> <ul style="list-style-type: none"> • To plan extended learning opportunities outside that will enhance children’s awareness of using tools, planning and making, working together etc. through forest school activities. • To extend our wood working programme into toddler room. • To ensure that our curriculum through the 7 areas of learning, support children’s increasing understanding of how they, as individuals can contribute to Earth’s wellbeing. • To support staff in their own role as educators to embed environmentally responsible learning. • To agree on realistic targets to reduce the school’s carbon footprint over the next 1-5 years 	<ul style="list-style-type: none"> • To plan budgets effectively to ensure that we can provide relevant materials and resources. Where necessary, raise money through fundraising events. • To develop forest school activities for the nursery and toddler classes • To consider how the baby room garden provides opportunities for children to learn about the world around them and to begin to put into place agreed learning opportunities such as regular planting and growing. • Planning of appropriate trips and short, local outings throughout the school year. • Set up a small woodworking area in the toddler room garden. • Update Woodwork risk assessment.
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Key Priority 4

Area of Focus: Leadership and Management	
Aim: To continue to consider and put into place realistic ways in which the school can reduce our deficit budget.	
Intent	Implementation
<ul style="list-style-type: none"> • To work with the LA and Governing Body to explore ways in which the school can safely re structure staffing to save costs. • To explore ways in which the school spends money on consumable items to reduce costs. • To work with the LA in ensuring that all funding streams are secure and that we apply for any available grants etc. 	<ul style="list-style-type: none"> • Project group meetings, Head’s of School’s meetings • Ensuring monthly budget reports shared with LA • DLA, PPG applications are completed and money received • Office staff to ensure best value for money for consumable items