

North Islington Nursery School Improvement Plan

2025-2027



Feedback from Parent/Carer Survey July 2025	Ofsted Inspections January and May 2023 What Does the School Need to do to Improve Further?
<p>Strengths</p> <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. • I feel that staff know my child as an individual. • 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. <p>The school is a welcoming and friendly place.</p>	<p>Short Inspection January 2023: <i>Staff do not always maximise learning opportunities. Leaders should support staff to extend children's learning effectively, particularly in communication and language.</i></p> <p>Early Years Inspection May 2023: <i>To further improve the quality of the early years provision, the provider should:</i></p> <ul style="list-style-type: none"> • <i>Strengthen support for children's understanding of emotions and the consequences of their behaviour</i> <p><i>Ensure staff consistently promote children's independence and personal care.</i></p>
<p>Areas for improvement</p> <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. 	

Key Priorities for year 2025/2027

Inclusion	Evaluate and review our Early Years Pupil Premium Strategy to ensure that it effectively meets the needs of eligible children.
Curriculum & Teaching	For leaders to work with practitioners to ensure that our curriculum focuses on developing children's knowledge and skills rather than on activities and experiences.
Achievement	To ensure that all practitioners are aware of children's starting points/prior learning and any barriers to learning so that progress children make in all areas of the EYFS is exceptional.
Behaviour, Attitudes and Establishing Routines	Evaluate and make changes where necessary to our procedures for absence monitoring and children's attendance and consider how we better communicate the importance of good attendance with parents.
Leadership & Governance	To ensure that leaders provide regular, relevant and appropriate professional learning and expertise opportunities and constructive feedback for all practitioners which equip them to carry out their roles successfully.

September 2026

Inclusion		Aim: Evaluate and review our Early Years Pupil Premium Strategy to ensure that it is effective in meeting the needs of eligible children.		
Intent	Who?	Success Criteria	Impact	Evidence
100% of children eligible for EYPP are identified and recorded promptly.	Louise OM	<p>By July 2027, all EYPP-funded interventions will have been evaluated for impact, with at least 80% of eligible children making expected or better progress from their starting points, and evidence showing a reduction in developmental gaps between EYPP children and their peers.</p> <p>EYPP spending is clearly reported</p> <p>Individual needs are identified early, with effective use of bought in services</p> <p>Individual targets for EYPP children are achieved or show significant progress.</p> <p>Staff demonstrate a clear understanding of the needs of EYPP children and the purpose of funded interventions.</p> <p>Observations and learning walks show high-quality interactions and targeted support for eligible children.</p> <p>Resources and interventions funded through EYPP are used consistently and effectively.</p>		
Families are supported to complete eligibility checks, resulting in increased uptake of EYPP funding.	Louise Natasha			
EYPP data is reviewed termly to ensure accuracy.	Sally Sophie Becky			
EYPP funding is allocated to clearly identified barriers to learning and development.	Sally			
Spending decisions are based on children's individual needs and evidence-informed approaches.	Sally Becky			

Curriculum & Teaching		Aim: Ensure the curriculum focuses on developing children's knowledge and skills over a period of time		
Intent	Who?	Success Criteria	Impact	Evidence
Develop and deliver a structured early maths programme for over 2's	Sally Sophie	<p>By July 2027, curriculum progression will be clearly mapped in all areas of learning, staff will confidently articulate intended knowledge and skills development, and assessment evidence will demonstrate that at least 80% of children make expected or better progress from their starting points, including disadvantaged children and those with SEND</p> <p>Practitioners identify children's starting points and next steps</p> <p>Children demonstrate increasing knowledge, skills and confidence across all areas of learning from their starting points.</p> <p>Assessment information shows that children are making sustained progress over time.</p>		
The curriculum is ambitious and clearly mapped across all seven areas of learning	Sally Sophie			
Progression documents show how learning builds from children's starting points and develops over time.	Sally Sophie			
Staff can articulate what children need to learn next and how this links to previous learning.	All staff			
Learning opportunities enable children to practise and apply previously taught skills in different contexts.	All staff			
Observations and monitoring demonstrate that teaching focuses on what children need to learn, not simply the activities they experience.	All staff			
Targeted support enables all children to access the curriculum and make progress.	Becky			
Staff use assessment effectively to inform next steps and adapt provision.	All staff			

Achievement			Aim: To ensure that all practitioners understand children's starting points/prior learning and any barriers, enabling exceptional progress	
Intent	Who?	Success Criteria	Impact	Evidence
Baseline assessments are completed for all children within 6 weeks following admission.	Room Leads	<p>By July 2027, all practitioners will be able to confidently articulate the starting points, strengths, barriers and next steps for their key children. Assessment and progress data, alongside monitoring activities, will demonstrate that children make consistently strong progress from their individual starting points, with vulnerable and disadvantaged children achieving outcomes in line with, or better than, their peers</p> <p>Children make consistently strong progress from their starting points across the EYFS curriculum.</p> <p>Children identified as vulnerable, disadvantaged or with SEND demonstrate good or better progress towards individual targets.</p> <p>Attainment gaps between groups of children reduce over time.</p> <p>Parents report that they feel involved in their child's learning journey and that staff understand their child's needs.</p> <p>Parent consultations demonstrate a shared understanding of children's strengths, progress and next steps.</p> <p>Monitoring shows that assessments are accurate, consistent and used effectively to inform practice.</p>		
All practitioners can confidently discuss the strengths, interests, prior learning and next steps for their key children	All key people			
Staff have a clear understanding of identified barriers to learning, including SEND, speech and language needs, attendance concerns, social and emotional needs and disadvantage.	All staff – Becky to lead			
Individual learning plans and support strategies are consistently implemented across the nursery.	Becky			
Planning is informed by children's assessed needs, interests and prior learning.	Sophie Shelley Becky			
Teaching and learning opportunities are adapted to meet individual needs and remove barriers to learning.	Sophie Shelley Becky			
Staff use ongoing assessment to adjust provision and support children's progress.	All key staff			
Regular discussions between practitioners ensure information about children's progress and needs is shared effectively.	Sophie Shelley Becky			

Transitions between rooms, groups and settings are supported by comprehensive information sharing.	Sophie Shelley Becky	Staff demonstrate confidence in discussing children's developmental pathways and appropriate interventions.		
Parents contribute regularly to assessments and share information about learning at home.	Sophie Shelley Becky			
Staff receive training on assessment, child development, SEND and identifying barriers to learning.	Becky			

Behaviour, Attitudes and Establishing Routines			Aim: Review and strengthen attendance and absence procedures and improve communication with parents about good attendance	
Intent	Who?	Success Criteria	Impact	Evidence
Attendance and absence procedures are reviewed, updated and shared with all staff and families.	Sally	<p>By July 2027, attendance procedures will be implemented consistently across the nursery, overall attendance will have improved from the previous year, persistent absence will have reduced, and parent feedback will demonstrate a clear understanding of the importance of regular attendance and punctuality for children's learning and development.</p> <p>Overall attendance improves compared with the previous academic year.</p> <p>The number of children classed as persistently absent decreases.</p> <p>Attendance rates for vulnerable groups, including disadvantaged children and those with SEND, improve and move closer to those of their peers.</p>		
Staff consistently follow agreed procedures for recording, monitoring and following up absences.	Louise Natasha Noreen			
Policies and procedures reflect current statutory requirements and local authority guidance.	Sally			
Attendance data is reviewed regularly by leaders to identify patterns, trends and emerging concerns.	Sally			
Attendance expectations are communicated during admissions, induction meetings and throughout the year.	Sophie Shelley			
Families experiencing barriers to attendance are identified and offered timely support.	Becky			
Strong partnerships are established with external agencies to support families with persistent attendance concerns.	Becky			
Governors receive regular updates on attendance trends and actions taken	Sally			

Leadership & Governance			Aim: Ensure that leaders provide regular, relevant professional development and constructive feedback that enables practitioners to excel	
Intent	Who?	Success Criteria	Impact	Evidence
A comprehensive programme of professional development is in place and aligned with the nursery's priorities, curriculum and children's needs.	Sally	By July 2027, all practitioners will engage in a structured programme of high-quality professional development and receive regular developmental feedback. Monitoring will demonstrate consistently effective practice across the nursery, staff surveys will show increased confidence and professional knowledge, and children's outcomes will reflect the positive impact of improved teaching and learning		
Training opportunities are relevant, evidence-informed and responsive to practitioner development needs.	Sally Becky			
All staff participate in regular professional development activities throughout the year.	Sally – All staff	Staff demonstrate a commitment to continuous professional learning and improvement.		
Leaders carry out regular observations, learning walks, supervision meetings and professional discussions.	Sally Becky Sophie Shelley	Monitoring evidence demonstrates consistently high-quality teaching, interactions and learning opportunities across the nursery.		
Feedback is timely, specific, supportive and focused on improving practice and outcomes for children.	Sally Becky Sophie Shelley	Children benefit from high-quality adult interactions that support learning, language development and wellbeing.		
Practitioners clearly understand their strengths and areas for development following feedback.	Sally Becky Sophie Shelley	Staff report feeling valued, supported and invested in through professional development opportunities.		
Practitioners actively reflect on their practice and identify areas for improvement.	All staff	Professional dialogue between leaders and practitioners is open, constructive and focused on improvement.		
		Staff confidence and job satisfaction improve, as evidenced through surveys, supervision records and professional discussion.		

