

THE FEDERATION OF KINTORE WAY NURSERY SCHOOL AND CHILDREN'S CENTRE AND THE GROVE NURSERY SCHOOL IMPROVEMENT PLAN 2019-2020

	ONE		TWO		THREE	
AIM	<p><u>Leadership and Management</u> To ensure all Ofsted actions are addressed and the Federation has understood and embedded the new Ofsted Framework</p>		<p><u>Quality of Education</u> Each School has a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life</p>		<p><u>Quality of Education</u> Teachers, Key people and leaders use assessment to help children embed and use knowledge and skills fluently, to check understanding and inform teaching, provision, provocations and experiences.</p>	
	Success Criteria	Eval	Success Criteria	Eval	Success Criteria	Eval
We will know we are successful if	Attendance and timekeeping improve for both schools and there are robust policies and procedures in place that are understood by parents/carers, staff and governors. Safeguarding policies and procedures are effective.	●	Children having the skills and knowledge they need to transfer to primary school and be successful in reading and writing.	●	Assessment is used to ensure the schools curriculum impacts on children's learning and progress and is manageable	●
	Middle leaders have sound subject knowledge and confidently lead their curriculum areas improving outcomes for children	●	Training and support for staff enables them to give two-year-olds the help they need to make strong progress in their communication skills	●	All children and families to have scientific knowledge and understanding. For children to be engaged in scientific learning at school and at home	●
	Staff well-being is high and workload is reviewed to ensure that is manageable	●	Children in The Grove ASC reception class access a high quality environment and curriculum	●	Children make rapid progress in their learning and this is evidenced in Learning journey books.	●
	The office managers have their roles developed to support the Federation School Business Manager across the federation	●	The quality of the curriculum is rigorously monitored by LA consultants, SLT and teachers to ensure the curriculum is ambitious and learners achieve well preparing them for the next stage in their learning	●	Children acquire new knowledge and skills	●

	Description	Who	Description	Who	Description	Who
Actions	The attendance concerns form is used by all staff, meetings are arranged with families to discuss attendance and any steps we can take to support them, the policy is added to the home visit packs and staff share this with families. The office take responsibility for chasing absences initially and alerting SLT to any concern. CPOMS started at KW – staff trained and designated team use CPOMS to monitor families.	SLT Office Key p	Purchasing new, high quality fiction and non-fiction books, ensuring staff are confident in supporting children to develop their phonics, that families are aware of the importance of reading every day at home, creating writing pop up areas around the nursery so children can access writing in all areas.	EXT DH T DH Sen co	Review and trial alternative data systems for assessment. Teachers / lead EYE take a more active role in the analysis of assessments. Assessment information directly feeds into planned learning experiences and teaching Children's learning needs are identified and supported alongside planning in the moment and incorporating children's interests and curiosities and provocations.	EXT DH
	Teacher's role developed to lead on curriculum areas and support SLT in developing the curriculum, teachers to deliver staff meetings to ensure all staff are confident in different subject areas.		Staff working with two year olds are supported through modelling, coaching and peer to peer support. Training around group time provided. Room reorganised to allow for more sensory experiences. Resources provided alongside training (Beat babies, sensory bags with cause and effect toys, age appropriate books) Staff encouraged to carefully plan group time sessions using props, core books, rhymes and poetry. Feedback provided from monitoring.		To create a maker space for scientific exploration and development. https://makeyproject.eu/ Organise workshops for parents/carers to share ideas and information. To apply for grants to subsidise purchasing resources. The 3 people who attended the conference share the training with other staff at Kintore Way and with staff at The Grove. Science Curriculum is developed.	
	To have mental health well-being first aiders, making staff aware of the Southwark Able Futures mental health support.	EHT SBM	Staff to have training in supporting children with SEND in reception, using Cherry's branch assessment maps, the soft play room is built.	Clas s staf f	Re Leaders, teachers and key people develop a knowledge and skills based curriculum, observations focus on the impact of high quality interactions.	CT
	School Business manager works across the two schools ensuring clear policies and procedures are in place. The SBM oversees the office managers and delegates tasks, ensures they access training and meets regularly with them.	EHT DH SBM	Leaders plan regular visits and also work alongside consultant to monitor quality of teaching and learning. Middle leaders regularly monitor class teams, coach and model good practice and provide feedback	DH Tea che rs	Adults are supported to seize teachable moments and use these to support learning, There is a clear skills based pedagogy so children are supported in their learning, Trips, visitors, partnerships and events are used to stimulate children's interest and develop learning.	Clas s teac her

	FOUR		FIVE		SIX	
AIM	<u>Behaviour and Attitudes</u> Children are able to self-regulate their emotions and staff confidentially support children with their behaviour		<u>Personal Development</u> To prepare children for the future by developing and nurturing their own particular talents and interests ensuring children have an awareness of diversity and equality.		<u>Finance and Sustainability</u> To access funding, grants and develop private partnerships to secure the future sustainability of the Federation and improve the learning environments to enable the optimum learning opportunities	
We will know we are successful if	Success Criteria	Eval	Success Criteria	Eval		
	Staff use a range of techniques to support children to co-regulate and develop self-regulation skills including conflict resolution techniques.	●	Children have a strong sense of self and identity	●	The outside space at Kintore way is redeveloped and more accessible to all children and air quality improved.	●
	A model behaviour/relationship policy is created and shared with the nursery schools and primary schools in Southwark that staff have detailed knowledge of and know how to apply the policy.	●	The learning environment and teaching resources challenges stereotyping and promotes equality and diversity	●	The sensory room at Kintore Way is made larger and more accessible to enable use by more children. A soft play room is developed at The Grove for all children in school and children's centre to access.	●
Parents/carers are more confident to support their child with behaviour at home	●	Children receive Universal Healthy School Meals	●	SLAs and contracts provide value for money	●	
Actions		Who		Who		
	Staff use conflict as a teaching opportunity and involve children in problem solving. Staff prioritise children's behaviour and respond rapidly to any disagreements. PSED meetings take place to allow for staff to discuss any issues and appropriate strategies to put in place. A calm space created to support children's well-being in the classroom	EHT TDH	Audit of books and resources to ensure all children and families are reflected. Gender working party to feedback to whole school Both schools join Gender Action and work towards Beacon status. Gender workshop takes place for parents. Parents regularly come to nursery to share important things they do as a family. Religions, festivals, special days are celebrated and special events take place throughout the year	EHT	Create designs, obtain quotes, and apply for funding to create a plan for the outdoors. Engage staff children and families to contribute ideas. Develop relationship with Alumo and other relevant partners Review the designs with staff, children parents and stakeholders. Children will be able to participate in more structured learning activities in the larger room so they can develop their skills to interact with others	

	<p>Training for all staff to support specific behaviours. A strategy toolkit is created to support staff in helping children to co-regulate, leading to self-regulation. A joint SENDIF application made for children who need support with PSED. A space created that is nurturing with resources to support children to feel calm</p> <p>Reviewing behaviour policy as a whole team to reflect on and consider our approach ensuring consistency.</p>	<p>EH T DH T</p>	<p>Teachers to undertake an audit of the resources and environment in the nursery to identify how the children are using the provision, whether there are any groups of children not accessing areas and what improvements can be made. Audit resources to ensure stereotyping is challenged and diversity promoted. To create a plan for development of skills in certain areas to ensure children are making progress in their learning</p>	<p>EHT DHT DJH</p>	<p>SEND capital funding grant applied for and successful. Air quality audit funding used to improve ventilation and add plants to under 3's area.</p>	
	<p>The new policy is shared with parents/carers, workshops are offered to families, and staff meet families and work with them on strategies.</p>	<p>Class staff</p>	<p>New Southwark food policy is implemented and menus planned to support children's healthy eating.</p>	<p>SENC O SENC O A</p>	<p>Cleaning contracts put out to tender. All SLA's reviewed New photocopier contract for KW</p>	