

2019/20 - School Improvement Plan - key priorities

Overview of priorities and rationale

* acronyms list at end of document

Effectiveness of leadership and management OR other developments

Priority	Current position
<p>1. To maintain the financial position and future sustainability of Triangle.</p>	<ul style="list-style-type: none"> Continue to work with Federation SLT to coordinate admissions and HR procedures. Continue to make applications to IF and DAF. Secure funding for SEND support. Continue to engage with the local community to continue to develop the awareness and reputation of Triangle Nursery School, leading to more children making applications and coming on roll. Staff to consistently attend library and Spinney stay and play sessions in an effort to meet new families and spread the word about Triangle. This could boost awareness and applications made to Triangle. To evaluate and review the new two year provision (see target 3). Developing staff teams. Initially securing high quality and committed long term supply and working towards employing permanent teaching assistants across the school. To make preparations for SENCo training in the next academic year. To develop SEND provision and training for support staff, ensuring we can offer specialist provision for an increasing number of children on roll with SEND (link to IF and DAF fund applications). We are hoping to move forward with SALT services and support on site.

Quality of teaching, learning and assessment

Priority	Current position
<p>2. To maintain outstanding teaching and learning to ensure children's outcomes are maximised.</p>	<ul style="list-style-type: none"> Teaching and learning observations and walkthroughs show a more open ended environment with children continuing to expand on their interests and fascinations. Continue to attend training. Focus on the Leuven Scales and Characteristics of Effective Learning. Teacher to lead on WB and I scales and how to embed these in our practice. Attend training as appropriate and share good practice across the Federation. Attend further 2 days training as part of Froebelian Education focus. The classroom layout has continued to be developed to include more open spaces for children to play. Children will be encouraged to resource their own learning environment. Classroom organisation and storage has been developed to allow for much easier access throughout the day to resources children may need. Staff training and discussions around continuous provision will create a consistent approach to resourcing the environment. Complete room audits and continue to develop provision and open ended resources. Practitioners have discussed the fact that they often have very similar conversations with parents each year, and that it would be useful to support these conversations with some printed information for them to take away. We will be looking at developing some supporting leaflets to cover key topics and areas of the curriculum: talking with your child, toilet training, issues around eating/ sleeping, ways to support specific learning targets and areas of learning, etc. Create and implement a curriculum overview to ensure all Kps have consistent expectations of children and to plan challenging learning opportunities throughout the year.

	<ul style="list-style-type: none"> The data at the end of the year has shown that Communication and Language and Physical Development are the areas with the fewest children working at typical age related expectations. Staff training to continue to focus on language and include a focus on physical development. <ul style="list-style-type: none"> discuss and implement a plan of activities through the year to focus on physical development as part of curriculum overview). regular visits to the Spinney on Clapham Common for children and families to develop language and physical development. termly gardening and outdoor learning workshops for parents and families to be held in the school to reaffirm the importance of outdoor learning. two year old provision to ensure prime areas of learning are the focus of their planning.
<p>3. To further develop the two year provision, ensuring child development is at the heart of planning and provision which will lead to all children making at least good progress.</p>	<ul style="list-style-type: none"> Continue to develop a new team of practitioners, including securing third member of the team. Staff training on the curriculum. Create a simple yet effective planning and evaluation format. Staff training on using EExAT and supporting new EYE in role as key person. Inset training on continuous provision and open ended resources. Audits of provision throughout the year. Termly teaching and learning Observations and feedback to team. SENDCO and lead teacher to offer support to staff and team teach to deliver effective SEND provision and interventions.
<p>Personal development, behaviour and welfare</p>	
<p>Priority</p>	<p>Current position</p>
<p>4. Staff to plan and deliver more trips and outings into the local area to enhance children's learning and development.</p>	<ul style="list-style-type: none"> All Key Persons to plan and deliver trips into the local area to support focus children by enhancing their interests and providing exciting opportunities to expand and enhance learning. Creating a bank of parents who can attend on trips out into the local area. regular visits to the library and the Spinney?
<p>Outcomes for children and other learners</p>	
<p>Priority</p>	<p>Current position</p>
<p>5. Improved outcomes for groups - EYPP, most able, EAL, vulnerable children, SEND</p>	<p>Continuing on from last year, new staff members and those in new roles continue to be supported in differentiating effectively for groups of children. All groups supported through quality first teaching.</p> <p>EYPP - see separate EYPP plan</p> <p>High attaining children - focus child approach, extending learning and opportunities for children to demonstrate characteristics of effective learning.</p> <p>EAL/Vulnerable/SEND - Information Carrying Words activities, Sensory Room, Nurture Groups, Music Therapy</p> <ul style="list-style-type: none"> A core book approach has resulted in staff planning effectively for more storytelling activities in general provision and children are accessing these independently. Staff are also responding to children's requests to share books more regularly during free flow sessions.

Goal 1
Maintain our position at the heart of the local community as a Nursery School and Federated Children’s Centres offering high quality education and support for families. Where children’s attainment and progress are maximised to ensure they are ready for the next steps in their learning; meeting all children’s individual needs, particularly those with special educational needs and/or disabilities.
Goal 2
Ensure financial viability through exploring options around the expansion of the Federation.
Goal 3
To continue to adapt and develop provision to meet the needs of the local community, including the implementation of two year provision.

Acronyms

AYR	all year round	ELO	early learning offer	ITERS/ ECERS	infant/toddler environment rating scale (ERS) / early childhood ERS	PVI	private, voluntary, independent (early years providers)	SM	staff meeting
BASC	breakfast and after school club	EY	early years	IWB	interactive white board	S&P	stay and play	SMART	specific, measureable, achievable, results-focused, time-bound
CC	children’s centre	EYFS	early years foundation stage	LAC	looked after child	SAO	school admin officer	SSM	shape, space and measures
CLC	connected learning centre	FSM	free school meals	NCT	non-contact time	SENCO	special educational needs co-ordinator		
CLPE	centre for literacy in primary education	HV	health visitors	NS	nursery school	SEND	Special educational needs and disabled		
EHCP	education, health and care plan	ICT	information and communication technology	PP	pupil premium	SLT	senior leadership team		