

2018/19 - 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 |
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| 1. To maintain the financial position and future sustainability of Triangle. | <ul style="list-style-type: none"> • We successfully accessed the SEND funding available last year; this included IF and EHCPs. This year the IF process and funding has changed significantly and will require more time to complete applications. We are looking to make some applications to DAF funding this year. • Refining systems for 30 hours to maximise parents accessing this funding. • Engaging 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. • Developing staff teams to ensure that the younger, two and a half year old children have full access to the environment and are fully supported in their development. • To make preparations for SENCo training in the next academic year. |

Quality of teaching, learning and assessment

| Priority | Current position |
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| 2. To maintain outstanding teaching and learning to ensure children's outcomes are maximised. | <ul style="list-style-type: none"> • Teaching and Learning Observations from last year showed many directed activities that were adult focused. All staff to develop a whole school ethos based around 'planning in the moment' to enrich children's motivation and engagement. • The Characteristics of Effective Learning - We have begun to look closely at these, and are hoping to collate our own exemplification materials to demonstrate the progress across these. This will be an area of focus for moderation and supervision meetings. • In order to support the development of planning in the moment and continuing our focus on the characteristics of effective learning we will be attending a Froebel Short course. This will be a 2 day course and part one of 2 'elements'. This is to refocus practitioners on child development and our practice in supporting children in the best way possible. • Teacher in the classroom to assume responsibility for planning and Teaching and Learning. Simplified format created and a focussed child approach will ensure evaluation meetings concentrate on learning and outcomes and to promote enthusiasm and creative planning amongst staff. • 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. New furniture and open ended resources will enable children to develop their interests and engage in sustained shared thinking and demonstrate creativity and critical thinking. • 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. |

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| | <ul style="list-style-type: none"> The data at end of year has shown that progress is lower in Maths and Understanding the World. Staff to refresh their knowledge of a Natural Thinkers Curriculum and to develop mathematical language and use of the outdoor environment. We will also develop opportunities for parents and families to learn together through: <ul style="list-style-type: none"> termly visits to the Spinney on Clapham Common for all children and families to develop parent’s understanding of the Natural Thinker’s Framework. termly gardening and outdoor learning workshops for parents and families to be held in the school to reaffirm the importance of outdoor learning. |
| <p>3. To refine the use of EExAT in making observations and assessments using the iPads, and using the data to inform classroom practice and planning on a more regular basis.</p> | <ul style="list-style-type: none"> We successfully used EExAT last year to record our observations and track the children’s progress. This was the first year using an electronic version, and worked well. There were also many changes to the tracking and reporting functions on EExAT, and these continued to be developed throughout the year. This year we will hopefully refine our systems so that the whole process is smoother and we are able to respond quickly to any highlighted issues regarding children’s achievement. |
| <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. |
| <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, Children attending for only 3 terms</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. <p>Children attending for only 3 terms - ongoing moderation and monitoring of children’s development to ensure they make at least typical progress.</p> |

Priorities - detail and milestones

| Priority 1 | To maintain the financial position and future sustainability of Triangle. | | | | |
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| Intended outcome | Lead person | Time frame and resources | Milestones, Dec 18 | Milestones, March 19 | Milestones, July 19 |
| To continue to access additional funding for SEND support. | LP | Time to complete applications | IF and DAF applications completed as required. EHCP applications completed as required. | IF and DAF applications completed as required. EHCP applications completed as required. | IF and DAF applications completed as required. EHCP applications completed as required. Review children due to start in September 2019. Meet with parents and refer to additional professionals as necessary to ensure any additional funding can be secured. |
| To increase numbers of children on roll. | LP | Open afternoon session | Two open afternoons held. Develop working relationships with health visiting team and local children’s centres to increase public awareness of Triangle. Monitor and ensure the efficiency of admissions procedures | Two open afternoons held. Develop working relationships with local businesses in the area to promote Triangle. Develop working relationships with local adoption agencies and schools to explore becoming an adoption friendly school. Monitor and ensure the efficiency of admissions procedures | Two open afternoons held. Monitor and ensure the efficiency of admissions procedures |
| Monitoring by who and when | | | | | |

| Priority 2 | | To maintain outstanding teaching and learning to ensure children's outcomes are maximised. | | | |
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| Intended outcome | Lead person | Time frame and resources | Milestones, Dec 18 | Milestones, March 19 | Milestones, July 19 |
| Embed planning in the moment across the school | LP and EP | Inset day time Time for observations | Inset training to define 'planning in the moment', with staff offering real life examples and case studies of how they have built upon children's interests to deepen and enhance learning. New simplified planning format shared with staff. | Teaching and Learning observations show staff planning in the moment and responding to children's interests to develop learning. Review child centred approach to planning. | Teaching and Learning observations show staff planning in the moment and responding to children's interests to develop learning. Monitoring of children's records and Special Books shows planning in the moment and focus child approach used consistently by all key persons. |
| To develop understanding of the characteristics of effective learning. | LP | Cost of training Time to attend training | Research project funding application completed. Dates set for training. | First and second training days attended by staff. | Staff evaluations of training days. Staff are more confident in planning for and assessing against the characteristics of effective learning. Children will be demonstrating creativity and critical thinking. Evidenced through children's observations. |
| Continuing professional development of staff. | LP | Cost of training Leuven Scales training Time to attend training | Training course attended by staff (focus on maths). 2 staff to attend Leuven Scales training | Training course attended by staff (focus on role play). | Training course attended by staff (focus on communication and language). |
| Developing parental understanding and engagement. | LP and EP | Time for coffee mornings Cost of books for parents who attend workshops | Deliver coffee morning. Plan and attend the Spinney with all children and families. Plan and deliver gardening workshop. | Deliver coffee morning/workshop. Plan and attend the Spinney with all children and families. Plan and deliver gardening workshop. | Deliver coffee morning/workshop. Plan and attend the Spinney with all children and families. Plan and deliver gardening workshop. |

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| | | | Create booklets for parents on toileting and supporting early reading. | Create information for parents to support with learning targets (maths and literacy). | Create information for parents to support with learning targets (focus to be decided from parent engagement/request). |
| Monitoring by who and when | | | | | |

| Priority 3 | | | | | |
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| To refine the use of EExAT in making observations and assessments using the iPads, and using the data to inform classroom practice and planning on a more regular basis. | | | | | |
| Intended outcome | Lead person | Time frame and resources | Milestones, Dec 18 | Milestones, March 19 | Milestones, July 19 |
| Staff using Early Excellence Assessment Tracker (EExAT) confidently to carry out learning assessments across the year and using information to inform planning for next steps in learning. | LP and EP | Annual EExAT fee Staff PPA and meeting time SLT time £150 for course Purchase of boosters for internet Purchase of folders for 'special books' Staff meeting time for training. | Review and embed learning from last year in using EExAT. All new staff members to have received training on using EExAT to capture learning. LP and EP to attend training at Early Excellence. All children will have a range of observations on EExAT. Set up parent access to EExAT. Monitoring evidence in EExAT for breadth and progress in children's learning. | All Key Persons to have received training on using simple reports to use in planning next steps for learning. All children will have a range of observations on EExAT. LP to attend day on interpreting the data. Review the use of the printed version of EExAT now forming the Special Books. | All Key Persons using reports to identify next steps in learning. This will be evidenced in children's observations. All children will have a range of observations on EExAT. Evaluate data reporting and new systems to refine for next year. Review Special Book arrangements. |
| | LP | Staff PPA and meeting time SLT time | Develop systems for In-house moderation and moderation across hard federation. Key Person context report completed and reviewed with each KP at supervision. | Embed moderation systems. Set up groups. Key Person context report completed and reviewed with each KP at supervision. | Evaluate moderation and refine for next year. Research the possibility of widening moderation activities (Lambeth Nursery schs and possibly wider). |

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| | | | | | Key Person context report completed and reviewed with each KP at supervision. |
| Monitoring by who and when | | | | | |

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| Priority 4 | | Staff to plan and deliver more trips and outings into the local area to enhance children’s learning and development. | | | |
| Intended outcome | Lead person | Time frame and resources | Milestones, Dec 17 | Milestones, March 18 | Milestones, July 18 |
| Staff to plan and deliver trips for children | LP and EP | Time to plan and attend trips Cost of cover for KP attending trip | Local area trip risk assessment updated. All Key Persons to have planned and delivered 2 trips for some of their key children. | All Key Persons to have planned and delivered 2 trips for some of their key children. Children’s observations show increased focus and engagement from trip. | All Key Persons to have planned and delivered 2 trips for some of their key children. Children’s observations show increased focus and engagement from trip. |
| Monitoring by who and when | | | | | |

| Priority 5 | | Improved outcomes for lower achieving groups - EYPP, high attaining, EAL, vulnerable children, SEND, children attending for only 3 terms | | | |
|--|--------------------|--|--|---|---|
| Intended outcome | Lead person | Time frame and resources | Milestones, Dec 17 | Milestones, March 18 | Milestones, July 18 |
| Improved outcomes for groups - EYPP, high attaining, EAL, vulnerable children, SEND, Children attending for only 3 terms | LP and EP | Academic year income from EYPP | <p>Complete EYPP Strategy based on predicted income for 2018 2019.</p> <p>Music therapy sessions for targeted children and families.</p> <p>All staff are aware of who their targeted children are.</p> <p>All targeted children have used the lending library.</p> <p>Making up EYPP book packs completed.</p> <p>Wriggle and Rhyme sessions for targeted families in place.</p> <p>Coffee morning for parents held.</p> <p>Supervision meetings held with all Key Persons to identify focus children to track through the year.</p> <p>Team teaching (Teacher and EYE) to develop EYE confidence</p> | <p>Continue to raise staff awareness of the importance of building resilience and self regulation in the young children to support their well being and learning.</p> <p>Music therapy sessions for targeted children and families.</p> <p>Using EExAT, monitor progress and attainment as part of children's progress review meetings</p> <p>Additional support and challenge in place for identified children.</p> <p>Wriggle and Rhyme groups established.</p> <p>Data shows that children accessing intervention groups make expected or more than progress.</p> <p>Parent curriculum workshop held.</p> <p>EYPP book packs launched for targeted families.</p> | <p>Data shows EYPP children's progress is expected or above and attainment is raised.</p> <p>EYPP book packs feedback from parents at coffee morning.</p> <p>Parent curriculum workshop held.</p> <p>Supervision meetings held and targeted children discussed. Targeted children make typical or above typical progress.</p> |

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| | | | at challenging and extending higher attaining children. | Supervision meetings held and targeted children discussed. Targeted children make typical or above typical progress. | |
| Monitoring by who and when | | | | | |

Equalities Objective for 2018-19

We will monitor achievement of the following groups closely, to target those at risk of underachieving and narrow the gap (taken from our baseline data, October 2018): children who receive free school meals (linked to early years pupil premium), our 'vulnerable' children. SEND, EAL and children attending nursery for only 3 terms.

Overarching goals for the next 3 years

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| 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 |
| Adapt and develop provision to ensure financial viability in the future and our ability to withstand significant budget cuts. |
| Goal 3 |
| To establish a successful Hard Federation of Holmewood, Maytree, Effra and Ethelred Triangle Nursery Schools' Federation. |

Acronyms

| | | | | | | | | | |
|-----|----------------|-----|----------------------|-------------|---|-----|---|----|---------------|
| AYR | all year round | ELO | early learning offer | ITERS/ECERS | infant/toddler environment rating scale (ERS) / early | PVI | private, voluntary, independent (early years) | SM | staff meeting |
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| | | | | | childhood ERS | | providers) | | |
| 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 | | |