

Bloomsbury Nursery School



School Improvement Plan 2022-24

Our School Improvement Plan priorities are drawn from our Self-Assessment. Actions, Details and Impact have been set through discussion and action planning with all stakeholders: Staff, Governors, Parents and SLT. It is reviewed and progress is evaluated regularly. Our School Improvement Plan centres around the following themes: **School Context**; **Overall Effectiveness**; **The quality of Education**; **Behaviour and attitudes**; **Personal Development and Leadership and Management**.

Our Intentions

At a recent Staff Development Day, our team of Educators reflected on our vision/intention. We considered our whole school community. (October 2022)

We want our staff to be: Cared for, listened to, supported, valued, respected as professionals, to feel confident, have access to training opportunities, to continue to develop knowledge and expertise, appreciated, praised, to work as a team, to communicate with one another, to support one another's emotional wellbeing, to develop positive relationships, to feel confident to ask for help, to be happy.

We want our children to be: Cared for, Joyful, happy, engaged, confident, empathetic, persistent, to have self-belief, to know their rights, to make choices, to develop resilience, to be able to express their emotions, to feel valued and cared for, to develop good listening and attention skills, to be curious, demonstrate wonder, take risks, accept challenges, ask for help and develop resilience feel like nursery is a second home, to grow and thrive, to feel valued and respected, to be listened to, to have fun, to have the opportunity to be creative, to be challenged, to feel secure and comfortable, to receive early intervention, to have a good routine, to feel safe, to be protected, feel free, develop friendships, We want our children to reach for the stars. To be ready for their transition to school.

We want our families to be: Included, to be welcomed, listened to, involved, to know their children are safe and happy, to feel like we are a safety net, to be informed on all aspects of their child's learning, respected, feel confident to approach and ask questions, to be offered support (ESOL/Family Support/Food Vouchers/Cost of Living) to support us by respecting timekeeping etc., to be our partners.

1. Parental Engagement

October 22 Picture:

- Parental engagement has been impacted over the past two years due to Covid
- The current children have lived through a pandemic, therefore it is so important that we work in partnership, ensuring learning is extended beyond the classroom to promote recovery
- The large majority of our families have EAL; this can be a barrier when communicating information.

Aim:

- Parents and carers are positively engaged and better able to support their child's learning as they are involved in the wider life of the school.
- **Communication & Partnership:** To ensure good communication internally & externally, involving parents in their children's learning & working with parents to ensure attendance in line with national expectations

ACTION/INTENT	IMPLEMENTATION; DETAILS: Who / When / Cost / Frequency	IMPACT	MONITORING		
			22	23	24
Improve communication to ensure families are well informed; letters, text, calls and emails. Improve means of communication through developing our school app and information in community languages	Annually – diary dates and calendars' published on website and emailed to all families. Hard copy given to families during welcome visit. Half termly –email newsletters documenting all events scheduled for the half term ahead As needed- emails to be sent out to parents. Daily – All staff verbal messages or follow up phone calls. Plenty of notice given for all events.	Parents are well informed of all events in school as well as their children's progress. Advance notice gives time to arrange attendance to events, so attendance is good. Parents feel included and informed. Parents are able to access information, which is published in their home language when possible.	Autumn		
			Spring		
			Summer		
To actively seek to listen to Parents/Carers views , ensuring parents voices are heard, valued, listened to and acted upon	Termly Questionnaire with feedback emailed to parents documenting responses and actions to further develop Consultations at Termly Coffee Mornings	Parents views, thoughts and opinions will be heard and acted upon Parents will feel valued and be able to genuinely contribute to the schools development	Autumn		
			Spring		
			Summer		

Restart school reading library	Key workers – quality weekly books, that celebrate diversity and promote equality, available for children to take home Introduce library at C&L workshop Ensure books are of a good quality, with a selection of bilingual texts available	Parents are able to support their children's early reading at home without worrying about purchasing resources, and can more effectively engage with progress discussions in school.	Autumn			
			Spring			
			Summer			
Actively involve Parents and Carers in their child's learning through planning a rolling programme of half termly workshops	Half termly curriculum themed workshop- documented on annual calendar to enable parents to plan in advance	Parents feel well informed and invested in their child's education and the school. They are able to see the staff team and school ethos in practice and are better equipped to support their children's learning.	Autumn			
			Spring			
			Summer			
Set up a Half Termly Coffee Mornings; to enable parents to contribute their thoughts, values and opinions	DHT/ Nursery Teacher to co-ordinate half termly themed coffee mornings, to enable consultations e.g. Local Offer, Parent Questionnaire (Parent Gov) to lead initiative and encourage parents. Cost: refreshments	Parents work together for the benefit of the school and their children. Their commitment raises the profile of parent participation and gives a positive model to other parents. Community links are formed.	Autumn			
			Spring			
			Summer			
Open door policy for Keyworkers, HT/DHT/SENCo	Educator's availability and visibility at peak times. Especially as families no longer come into nursery at the start of the nursery day. No cost.	Parents know keyworkers and the leadership team within the school, where they can be found and feel confident to approach them. Issues or concerns are discussed and dealt with immediately and sensitively.	Autumn			
			Spring			
			Summer			
Actions Taken Towards Aim – Autumn 2022						
<ul style="list-style-type: none"> School Visits completed in September to all families to meet the children HJ/SD/TC on doors and available every morning Emails have been sent out when needed with up to date information Half termly newsletters have been emailed to all families The use of Tapestry to communicate with parents 						
Actions Taken Towards Aim –Spring 2023						

- Newsletters are emailed and published – we plan to further explore effectiveness of school app, and consider other apps e.g. class dojo
- SD/TC to research further the effectiveness of Tapestry
- Spring term Parent Questionnaire is very positive
- DHT/SENCo has worked with families and community to seek views, concerns and further develop local provision
- Parent workshops have been well attended, as have Sign a Story sessions
- Home readers have been reintroduced – audit quality of books and representation of diversity & inclusion

Actions Taken Towards Aim –Summer 2023

2. GOVERNORS (Leadership and Management).

October 2022 Picture:

Governance is a strength at nursery school
 Attendance from Governors is mostly consistent; Governors have a secure knowledge of the schools strengths and areas to develop
 Governors complete monitoring visits before each FGB /Committee meeting
 We have recently recruited x 3 additional Parent Governors

Aim:

- Governors will have a secure knowledge of the quality of education across the Nursery and be able to confidently articulate the nursery schools strengths and areas to develop further
- Attendance at FGB Meetings & Curriculum Committee meetings will be consistent
- Governors will conduct monitoring visits termly and feedback to FGB.

ACTION/INTENT	IMPLEMENTATION/DETAILS: Who / When / Cost / Frequency	IMPACT	MONITORING			
			22	23	24	
All Governors to have access to SGS Directory of training, and half termly twilight sessions focusing on Safeguarding. All Governors will complete statutory training; Induction, Safeguarding, Prevent & Safer Recruitment	Governors to access statutory training at a time convenient to individual Governors Nursery School to purchase SGS Directory of training Cost: £500 approx.	Governors will develop key skills to enable strong and robust Governance Governors will be enabled to complete robust, termly monitoring visits, including supporting annual HT Appraisal review meetings	Autumn			
			Spring			
			Summer			
Regular/Planned Termly Governor Monitoring visits to school with an agreed focus	All Governors to visit school separately each term, with an agreed focus. Visits written up and fed back to FGB. No cost implications.	Governors have a clear view of the actuality of practice within the school and specific actions taken in key areas: Safeguarding, SEN, EYPP, LAC etc. Areas for development can be quickly raised and addressed.	Autumn			
			Spring			
			Summer			
School Improvement & Curriculum Committee to meet once termly prior to full Governing Body Meetings.	Identified Governors to attend termly Curriculum Committee meetings. Data to be presented along with outcomes of lesson observations and leaning walks. Governors to monitor Spotlights & meet with educators.	Full Governing Body will have a rigorous understanding of the quality of education across the Nursery. The Governing Body will have a rigorous knowledge of the quality of education.	Autumn			
			Spring			
			Summer			

	Chair to report to full GB.					
All Governors to undertake an area of responsibility.	Governors will assume responsibility for; SEND, Health & Safety, Safeguarding, Finance & Personnel Governors to retain that area of responsibility for minimum of 1 year Governors to complete termly monitoring visits to ensure compliance	By focusing on a specified area, governors are able to better evaluate and challenge the effectiveness of the school. All vulnerable children have an additional layer of accountability for their care.	Autumn			
			Spring			
			Summer			
Governors challenge questions to SLT to be highlighted at GB meetings.	Challenge to be evident at each FGB/Finance & Curriculum Committee meetings, and the minutes to reflect this (CJ). All Governors to contribute; however Governor experience to be taken into account.	Governor challenge and school's accountability is explicit in every meeting. All Governors have a voice and their contributions are valued.	Autumn			
			Spring			
			Summer			
Actions Taken Towards Aim – Autumn 2022						
<ul style="list-style-type: none"> • Three new parent Governors have joined our Governing Board • We have agreed Terms of Reference, and areas of responsibility. Each meeting will commence with a learning walk in nursery, to enable governors to really get to know the team and children. 						
Actions Taken Towards Aim – Spring 2023						
<ul style="list-style-type: none"> • We have a full and effective FGB with clear areas of responsibility • Governors undertake monitoring responsibilities • Effectice committee focusing on curriculum, with a newly appointed Chair • FGB contributed to SFVS • Need to ensure all new Governors have completed Prevent training – SD to deliver at Spring term FGB meeting 						
Actions Taken Towards Aim – Summer 23						
<ul style="list-style-type: none"> • 						

3. Sustainability (Leadership and Management).

October 2022 Picture:

- Nursery schools have secured 'protection funding' for 3 years, however changes to funding and removal of full time places for vulnerable children have seen less money to schools in real terms
- Currently the school is working with a shared Leadership Model, sharing a HT with BB/GW MNS.

<ul style="list-style-type: none"> SD to explore 'further developing' this shared leadership model – considering options involving all stakeholders, seeking to consult to make the right decision for both schools moving forward Financial sustainability is currently uncertain. SD to explore further options, which may include a restructure and further changes to SLAs which will ensure school finances are more secure and all outgoings are cost effective. <p>Aim:</p> <ul style="list-style-type: none"> Bloomsbury Nursery School is outward looking and works collaboratively with other schools to make cost savings which contribute to financial sustainability. The goal is to ensure the high quality of teaching continues , and that the school is financially viable. 									
ACTION/INTENT		IMPLEMENTATION/DETAILS: Who / When / Cost / Frequency		IMPACT		MONITORING			
							22	23	24
To further develop a sustainable model of effective , high quality shared Senior Leadership, developing a structure for each school to have secure, consistent Senior Leadership	SD to work with the FGB of both schools, to consider a continued SLA and a more permanent leadership model across both MNS. FGB to consult with all stakeholders to seek views moving forward		Bloomsbury & Goodway MNS will have robust Senior Leadership models across both schools. GW & BB will more financially viable moving forwards.		Autumn				
					Spring				
					Summer				
Good way & Bloomsbury to share SLA costs and CPD costs where/when appropriate	BB & GW to work together, schools will access a programme S Safeguarding/Curriculum training and other training to reduce costs. Bloomsbury will be fully compliant and equipped to confidently Safeguard children AS to access DSL training SD/TC to access Operation Encompass training All staff to access Statutory Safeguarding, including Prevent training.		The school is committed to a strong pathway to sustainability. A robust training programme will be in place to ensure all staff access statutory and other CPD.		Autumn				
					Spring				
					Summer				
Bloomsbury MNS will be the lead school for the DFE Early Years Stronger Practice Hub initiative	Commencing November 2022, BB MNS along with Partners including Castle Vale MNS, Weoley Castle MNS, Highfield MNS& Norton hall Children & family Centre, will lead the DFE				Autumn				
					Spring				
					Summer				

	Stronger Practice Hub project, developing and strengthening provision across the West Midlands region					
Bloomsbury MNS to lead on Developing Local Provision to support the Ladywood District PVI Sector to further develop expertise to strengthen inclusive practice	SD/ TC to lead on the Ladywood Developing Local Provision Project. Create a team for the virtual hub and outreach support-. TC to lead as District Language Champion; providing support through CPD & Outreach across the district	The children and families of the Ladywood District will access the right services/support at the right time. Bloomsbury/Ladywood DLP will strengthen partnerships, outcomes and provision for children and families with SEND.	Autumn			
			Spring			
			Summer			
Bloomsbury Nursery School to lead the Ladywood District Steering Group	SD to Chair Ladywood/Perry Barr District Steering Groups and networks. Steering groups will meet once a term and two district networks will be planned twice termly. TC to lead on the role of Language Champion, supporting the sector and leading CPD across the district	The Early Years sector will have access to high quality partners that will be able to support settings with ensuring the Early Years provision is a high standard and to ensure children's needs are identified and supported as early as possible to help improve outcomes.	Autumn			
			ring			
			Summer			
Bloomsbury Nursery School to assume strategic financial responsibility for BB/GW Schools, as well as for the Ladywood & Perry Barr DLP projects and the SPH	CJ to strategically lead and manage the budgets for; Bloomsbury MNS Brearley MNS Consultancy at Goodway MNS Perry Barr & Ladywood DLP West Midlands SPH	School finances will be effectively managed to ensure best value for money across all budgets	Autumn			
			Spring			
			Summer			
Actions Taken Towards Aim –Autumn TC has returned to her substantive post at BB. SD has appointed a new teacher at Goodway. LC has assumed role of SENCo. SD & MC continue to lead Ladywood & PB districts.						
Actions Taken Towards Aim – Spring: <ul style="list-style-type: none"> • BB MNS works collaboratively to lead HEART SPH for the Midlands • DLP projects for both districts continue to contribute successfully to developing local provision • SD continues to lead both district networks; strengthening partnerships and sharing good practice • Spring 2023 budget indicates need for continued collaborative / project work or a potential restructure 						

- We have successfully recruited x 2 experienced teachers for both nursery schools

Actions Taken Towards Aim – Summer:

4. The Quality of education

October 2022 Picture:

- The quality of teaching within the school is outstanding, (Judged 'Outstanding' Ofsted 2018) and with ongoing teaching observations.
- In September 2021 the school implemented the revised EYFS, with a revised approach to documentation and assessment
- In line with the revised EYFS, the school has significantly reduced the amount of observations and unnecessary data collections, introducing a much simpler approach (OPAL), using observation checkpoints, Birth to Five & Development Matters
- The WellComm tool is embedded into our assessments, screening all children at baseline to inform provision and support

Aims:

- To sustain and continue to develop outstanding teaching and learning across the nursery school
- To further develop the schools bespoke curriculum, with a focus on high quality core books, early reading and early mathematics
- To ensure all children's individual needs are met; especially our most vulnerable children including SEND, EYPP & LAC

ACTION/INTENT	Implementation (DETAILS: Who / When / Cost / Frequency)	IMPACT	MONITORING			
				22	23	24
Whole staff to access Ofsted training focusing on Curriculum 'The Pursuit of Excellence ' And ongoing high quality CPD focusing on best practice in the EYFS	All staff to access CPD delivered by Early Excellence In September 2022 All staff to access a rolling programme of ongoing CPD, including Level 2 & Level 3 SEND Course All educators to contribute to ongoing professional conversations, focusing on progress and next steps	Staff will gain more knowledge and awareness of the changes to the EYFS and confidence to develop new strategies. Staff will have a better understanding of curriculum design and intent. Children have high quality teaching and learning opportunities, and are able to develop detailed knowledge and skills across the curriculum.	Autumn			
			Spring			
			Summer			

<p>Establish our own revised Curriculum that is ambitious and designed to give all learners (including those with SEND), the knowledge and cultural capital they need to succeed in life.</p>	<p>Leaders to collaborate with other Nursery schools to share skills and knowledge SLT, along with all stakeholders, to construct a curriculum which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.</p>	<p>Children receive best possible learning provision, which meets individual needs and stimulates curiosity, deeper thinking and outstanding progress across all areas. Children achieve well across the full curriculum, and have positive attitudes to learning. The Curriculum means that children develop resilience and pride in their achievements.</p>	Autumn			
			Spring			
			Summer			
<p>Extend the offer of core books, ensuring books are ambitious, challenging and representative</p>	<p>The team to consider and select books for each phase, focusing on high quality texts, representative diversity and celebration of difference Planning of all areas of the EYFS to be delivered through core books Publish selected books on website, Facebook, Tapestry and through email to ensure all families can access electronically to extend learning beyond school New books will be introduced on a two weekly cycle</p>	<p>Children will develop a love of reading Children will access a variety of different genres Children will develop secure early reading skills Children will realise that books are a source of great enjoyment, as well as a means to access information Families will extend learning beyond school</p>	Autumn			
			Spring			
			Summer			
<p>Ensure we continue to provide an enabling and inclusive teaching & learning environment which supports/promotes inclusive practice, and enables/promotes communication and language development</p>	<p>Educators to further develop the environment using communicate in print, to ensure all children can express their wants and needs. Leaders to do regular learning walks and use audit tools such as ELKAN checklists- to be used in the environment to challenge and develop awareness and skills across the classroom.</p>	<p>The continuous provision is both challenging and well thought out so that children can make rapid progress across the curriculum with a focus on communication and language development. The children will have opportunities to engage in meaningful conversations with adults and peers throughout and within all areas of learning.</p>	Autumn			
			Spring			
			Summer			

		Environments across Nursery will develop and adapt to meet the children's needs. Impact will be measured through observations, learning walks and data.				
To focus on Attention & Listening / Communication & Language Development, enabling children who start Nursery below age related expectation to make good progress and narrow the gap.	All Staff to be trained in WellComm & Attention Autism (Bucket Time) WellComm is to be used to assess and monitor language development and identify any needs. Educators to use the data to create intervention groups and provide specific targets for each child to enable children to make progress and meet age-related expectations. Educators to share targets and teaching guidance for parents to implement at home	Children are able to access the full EYFS curriculum due to raised achievement in SLC development. Children are able to communicate to share their knowledge and understanding as well as communicate their feelings and needs so that they feel listened to and valued, and are ready to learn. Children's sense of well-being is improved because they are able to express themselves clearly. Children leave Nursery ready to thrive in Reception at Primary School.	Autumn			
			Spring			
			Summer			
To ensure there is a rigorous approach to the teaching of Early Reading and 'Early Phonics' development	Planning to include activities from the Letters and Sounds guidance to ensure a systematic approach to reading. TC/AS to create a medium term/long term plan documenting planned progression in skills taught each term All staff are knowledgeable and confident in teaching early reading/ phonics using a range of materials and resources.	Children are confident and are developing a deep love of reading. Children enjoy identifying text in the environment and are beginning to recognise familiar words. Children will develop their phonetic awareness through a range of activities which will enable them to distinguish between; Sound Discrimination, Rhythm and Rhyme, Alliteration, Voice Sounds and Oral Blending & Segmenting.	Autumn			
			Spring			
			Summer			
To ensure there is a rigorous approach to the teaching of Early Maths	TC/AS to further develop maths planning to document clearly the	Educators will be confident to teach early maths skills	Autumn			
			Spring			

	<p>progression in skills taught across the nursery year Learning Intentions linked to core books to be delivered through adult directed teacher led sessions, reinforced through continuous provision</p>	<p>Educators will have a secure knowledge and understanding of mathematical development Children will become confident mathematicians</p>	Summer			
<p>Actions Taken Towards Aim – Autumn 2022 Educators have commenced training through the DLP Attention Bham Approach All Educators have accessed Ofsted Training Sept 22 Educators accessed an Inset Day in October revisiting our Curriculum Goals</p>						
<p>Actions Taken Towards Aim – Spring 2023</p> <ul style="list-style-type: none"> • We have further developed and refined our Curriculum Goals, with clear expected, ambitious outcomes • Medium termly planning with clear learning intentions has been developed – this we will use as a working document which we will continue to review • Our curriculum focuses on C&L, Early Reading, vocabulary development and early maths • We have re-designed our planning format to make it clearer, with clear learning intentions • The Educational Psychologist completed a learning walk with constructive feedback focusing on inclusion/ C&L • TC is working with EYCs to further develop assessment/ tracking for all wellcomm assessments 						
<p>Actions Taken Towards Aim – Summer 2023</p>						

5. Rights Respecting School Award (Personal Development)

October 2022 Picture:

- The school gained the Silver RRSA in September 2016. Whilst our Ethos values a rights based approach, we have not continued or consolidates this approach
- **Aim:**
- To renew/ revisit our nursery school rights based curriculum with the intention of becoming reaccredited

ACTION/INTENT	IMPLEMENTATION/DETAILS: Who / When / Cost / Frequency	IMPACT	MONITORING			
				22	23	24
Review and plan for teaching of Rights of the Child across the curriculum.	AS to audit areas of RRSA which need to be addressed, and how they are already incorporated into the curriculum. Explicitly reference in planning & practice.	A realistic evaluation of Rights across the curriculum provides an effective benchmark against which to measure progress towards the award.	Autumn			
			Spring			
			Summer			
Form a Steering group which includes parents.	AS and Parent Governors to lead on forming a Parent Steering Group to support the school towards sustaining Gold. No Cost.	Parents have ownership of the award and their group embeds the teaching of rights through children's home lives and the wider community.	Autumn			
			Spring			
			Summer			
Questionnaires for children, parents and staff.	AS to obtain questionnaires for all groups from Unicef website. Circulate in Spring when initiative is underway HJ to facilitate circulation and collation of responses.	Starting points for all stake holders is established and effective and realistic action plan can be put in place.	Autumn			
			Spring			
			Summer			
Ongoing Training for 2 key staff members.	SD to book places on RRSA course for 2 staff member, through BESS. who will then lead in-house training to disseminate info/requirements. Cost: free through membership of BESS.	Key staff members have current and correct knowledge of the award and use this effectively to lead the process to achieving Bronze level recognition.	Autumn			
			Spring			
			Summer			
Actions Taken Towards Aim – Autumn 22						
•						
Actions Taken Towards Aim – Spring:23						

<ul style="list-style-type: none"> Due to other priorities this has not been a current area for priority. This will carry over to Autumn 23. We continue to promote the rights we selected as a school to be important.
Actions Taken Towards Aim – Summer 23 <ul style="list-style-type: none">

<i>6. Attainment</i>				
September 2022 Picture: <ul style="list-style-type: none"> As we plan to recover from covid, we are further developing our curriculum to ensure it is bespoke and meets the needs of the current cohort. Our nursery teacher has returned from maternity leave. Professional conversations are becoming established. Our daily structure is secure; we are now planning to introduce differentiated group times for adult directed sessions. Aim: <ul style="list-style-type: none"> Attainment of children is good, with the large majority of children achieving or exceeding a Good Level of Development overall by the end of the academic year. 				
INTENT/ACTION	IMPLEMENTATION/DETAILS: Who / When / Cost / Frequency	IMPACT	MONITORING	
Further develop Bloomsbury Nursery Schools approach to assessment, with a clear and robust policy and assessment cycle that is adopted by FGB, understood and implemented by Educators, communicated clearly to families	The revised EYFS was implemented as of September 2021. Educators have all accessed training on the changes. TC to review Bloomsbury's current assessment Policy Consult with Educators to ensure all staff have a secure understanding of our assessment cycle Consult with families Present to FGB in the Spring term 23 TC to monitor the implementation through professional conversations, monitoring of Spotlight Observations Sampling of Tapestry Profiles	Children will be empowered to reach their full potential as learners because attainment will be captured accurately, understood by staff and used to identify any gaps. Staff will develop confidence in a new assessment process which will enable them to understand their children well. They will plan activities and interventions which match the children's development and needs. There will be a new collaborative approach to assessment which will enable more accurate judgements to be made.	Autumn	
			Spring	
			Summer	

<p>Ensure Professional Conversations take place on a weekly cycle; led by nursery teachers. Conversations to focus on next steps for learning and enabling environments.</p>	<p>Educators will meet at the end of the day , on a fortnightly cycle, to evaluate learning so that they can check understanding regularly and plan for effective next steps and gaps in learning.</p>	<p>Educators will further develop expertise and confidence to make accurate assessments of children's learning Professional conversations will inform planning and next steps for learning</p>	Autumn			
			Spring			
			Summer			
<p>Assessments are used to plan and sequence the learning opportunities for all children.</p>	<p>Assessments will be carried out to check where children are in their learning. Assessments will be meaningful, purposeful and rooted in evidence. Leaders will use the assessments to identify where there are gaps and strengths in learning, which will feed into planning and interventions.</p>	<p>Staff are professionally challenged to ensure they accurately assess the children and the assessment are backed up with a secure knowledge of child development. Staff will use the assessments and data to drive forward high quality, objective led planning so that there are clear sequences to children's learning and development.</p>	Autumn			
			Spring			
			Summer			
<p>Daily adult directed teaching sessions will take place for all children, with additional interventions for children who require additional support</p>	<p>Staff to use information from the daily reflections, professional conversations, and from assessment data, to plan group times which are differentiated, and have clear learning intentions. These will be linked to our core books. The environment will reinforce learning intentions through continuous provision.</p>	<p>Learning is explicitly planned for but leaves flexibility for following children's interests. Children are secure and confident that their voices are heard and given importance.</p>	Autumn			
			Spring			
			Summer			
<p>Environment audit to plan for continuous provision to ensure that the environment allows the learner to focus on learning.</p>	<p>Leaders to carry out Environment audits at regular intervals to identify areas for further develop in our drive to create an environment that is enabling, inclusive and challenging for all</p>	<p>The children will be free to develop skills in self- accessing, developing their own interests and characteristics of effective learning. The environment will reinforce</p>	Autumn			
			Spring			
			Summer			

		specific learning intentions linked to core books.				
Weekly Teaching & Learning Meetings to take place with HT/ DHT/ SENCo & Nursery Teacher	Teachers will meet weekly to evaluate learning, monitor standards and plan for effective next steps.	Due to the rigorous and regular nature of the evaluations children's learning, development and next steps would be secure.	Autumn			
			Spring			
			Summer			
Grade 3 Educators to lead on ensuring continuous provision is well resourced, enhanced and well organised /replenished at the end of each day and in preparation for each new core book		Highly experienced educators prepare a range of high quality, stimulating learning opportunities and share best practice with all.				
Actions Taken Towards Aim – Autumn 2022						
<ul style="list-style-type: none"> Weekly professional Conversations are now established, with a focus on teaching, learning and progress Weekly Teaching & learning Meetings are now established with a focus on Curriculum Development Educators have planned their cycle of parent/ carer consultations following Spotlight Timetable based on milestones 						
Actions Taken Towards Aim – Spring 2023						
<ul style="list-style-type: none"> Professional conversations are established and effective. Support from DHT has ensured consistency and expectation A change in teacher due to maternity cover has been supported by DHT to ensure a smooth transition SD/ TC & Ed Psych have all completed environment audits which lead to continual development and consistent high standards e.g. Family Photos, effective visual timetables, Now & Next boards etc across nursery Reflections & observations have led to a revised approach to clearer learning intentions at group times, that are then consolidated through high quality learning environment to ensure children know more and remember more 						
Actions Taken Towards Aim – Summer 2023						
<ul style="list-style-type: none"> 						

