

Bloomsbury Nursery School Improvement Plan Summary 2019-20

Our School Values

Bloomsbury is a learning community with constant aspirations, committed to fulfilling childhoods and inspiring hope. Our values underpin our practice. We believe that quality early years care and education is about developing strong, curious, confident children. It is about extending their joy, fascination and wonder at the world around them, about developing concentration, commitment and deep involvement. Encouraging them to reach for the stars!

At the heart of all learning are relationships. At Bloomsbury we are committed to working together to ensure that everyone feels welcome, safe, respected, included and valued.

We are a Unicef Rights Respecting School

The UN Convention on the Rights of the child

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Priorities for School Improvement 2019-20

Personal Development & Welfare / Staff Wellbeing

- ❖ *Safeguarding* to remain the utmost priority and all staff able to identify and act upon signs of abuse or neglect or radicalisation and make referrals and access support as necessary
- ❖ To ensure that all staff members feel well supported and able to complete their roles and responsibilities (My Appraisal, Supervision)

Leadership & Management

- ❖ Further develop and embed a robust, secure and effective Leadership Team right through the school; including Governors, Senior Leaders and Middle leader
- ❖ Governance – Ensure Governors work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
- ❖ To continue to strengthen and develop the governor role as critical friend, to provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school

Rights Respecting School Award

- ❖ To revisit RRSA with all staff/stakeholders, to ensure a thorough understanding of children's rights and adult's responsibilities
- ❖ To work collaboratively with RRSA Network on our ongoing journey to achieve Gold

Teaching, Learning and Assessment

- ❖ To ensure that all Children make at least 3 steps (**expected**) progress throughout the academic year and that rigorous monitoring and assessment ensures high quality teaching and learning experiences for all Children.
- ❖ For children's individual and sometimes complex needs to be recognised and met through a range of teaching approaches, intervention groups and learning experiences
- ❖ To ensure there is a balance between **adult directed**, objective led, adult and '**In the Moment**' teaching, focusing on children's interests and fascinations as they present
- ❖ To further develop educator's knowledge and understanding of **Mathematics** in early years, to ensure the environment is mathematically enabling and all children access daily objective led mathematics lessons
- ❖ With support from Forest Schools Bham, to implement weekly **Forest Schools sessions**

Pupil Premium

- ❖ To ensure all children eligible for PP make at least expected progress, in line with their peers
- ❖ Through secure/thorough planning, ensure all children eligible for PP have access to additional support as required in response to baseline data

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Looking Forwards

- ❖ To explore and implement strategies and projects that will secure the future sustainability of Bloomsbury Nursery School, focusing on economic challenges and environmental sustainability. To continue to collaborate with APPG, BAMNs and Bham Nursery Schools Collaboration Trust.
- ❖ To ensure Bloomsbury is promoted through a redesigned and appropriate **School website**, including the introduction of a **Parent App**.

Continuing priorities

- ❖ To continue to further develop Educators confidence, knowledge and understanding of specialist teaching and learning approaches, particularly for children with complex significant needs; particularly profound physical difficulties, in order to develop further the quality of teaching and support provided to ensure all children make good progress in their learning
- ❖ To work collaboratively with relevant agencies, e.g SENAR, Early Support, Ed Psych etc to ensure a 'Smooth Transition' from nursery school to primary school; ensuring schools' readiness for children; children's readiness for school; and the readiness of families and communities to help children make a positive transition to the right / preferred school
- ❖ To maintain teaching to be at least good and mostly Outstanding
- ❖ Outcomes/ Attainment: 90% of children working within Band 5 or above at end point
- ❖ Progress: 90% of children make at least 3 points of progress from baseline to end point
- ❖ To involve parents in their children's learning & work with parents to ensure attendance in line with national expectations
- ❖ To continue to promote & protect children's rights & identities and teach children and parents about this (Unicef RRSA)