HILLVIEW NURSERY SCHOOL

Where Every Child is a Unique Child.

School Improvement Plan 2016-17

TO BE REVISED AUGUST 2017

HILLVIEW NURSERY SCHOOL

SCHOOL IMPROVEMENT PLAN 2016-17
September 2016

OUR MISSION STATEMENT

To provide a safe, caring learning environment where all children can achieve their best, in all they do.

Our Aim:-

Hillview Children and their families are at the centre of everything we do.
Involving the children and their parents/carers in their individual learning.
Learning through stimulating environments and play, developing the children's existing skills, and supporting them to achieve their full potential.
Liaising with different professionals and services, we strive to meet every individual child's needs.
Valuing, respecting and understanding each other. We endeavour to improve outcomes and life chances for both children and their families.
Inclusion means:
Every Child Matters' as we actively adhere to the Early Years Foundation Stage and Safeguarding Practices to support each unique child's wellbeing.
Working towards outstanding outcomes.

The purpose of the Plan is to manage the setting's drive towards long term strategic aims. It gives everyone an understanding of where the setting is going and what actions will be taken to ensure we get there. It sets a timescale for implementation and plans for human and material resources to be directed towards specific goals. It helps us determine the pattern of expenditure within the budget and guides the planning of staff training.

MONITORING AND EVALUATING

Monitoring is the process of checking what is being achieved against what is intended. Regular and systematic monitoring of progress of the targets contained in the school improvement plan by staff, senior managers and governors is essential.

The School Manager and professional staff are responsible for the day to day monitoring of targets. The governing body is concerned with having an overview of progress with the annual plan.

Methods of monitoring include:

- **collecting and analysing relevant statistical information;**
- **observing and recording;**
- **enquiring, by talking to appropriate individuals or groups;**
- **preparing reports for staff and governors about progress.**

Evaluating is the process of reviewing whether the targets have been met and what benefits have resulted for the children and the setting.
The professional staff are responsible for making the detailed analysis of successes and those things which have not worked as expected. The governing body will review what has been achieved in the broader context of school improvement.

The essential stages of evaluation:

- **the success criteria established at the outset build a picture of what the setting is trying to achieve;**
- **collecting evidence and reviewing what has been achieved against intentions;**
- **identifying any implications for the next annual plan or for the strategic plan.**

Ms C Orbell
Acting Headteacher
September 2016

HILLVIEW NURSERY SCHOOL
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AREA: LEARNING EXCELLENCE

OBJECTIVE	ACTION	LEAD	BY WHEN	HOW WILL WE KNOW?
To continue to raise the attainment and achievement of all our children **Ofsted 2016**	Build on the sharper use of data already in place to inform the achievement of key groups Continue to extend staff skills in assessing and tracking children's progress, in particular sharpening further the setting of appropriate SMART targets and next steps. Ensuring that attainment and progress judgements are internally moderated. Review children's end of year targets once a term so that when children have achieved them, they are set additional targets to speed up their progress. **Ofsted April 2016**	**CO, AS**	**July 17**	Tracking sheets and use of data developed with SIMS team so that staff raise expectations and outcomes All children meet their appropriately challenging end of year attainment targets. Ensuring more effective tracking of individual children, including the two year olds, to be included as one of the IPAD targets for staff. The judgements reached are supported by the evidence from children's learning journals, observations and assessment records
Moving from good to outstanding teaching	Further sharpen the quality of planning for SEN, 2 year olds, disadvantaged and most able children. Ensure all adults in the setting have a clear	**C0,AS**	**July 17**	Staff trained in observing and feeding back techniques to develop Learning & Teaching All staff know and understand the key features of outstanding teaching A higher proportion of learning, including that of the two year

	understanding of what Outstanding teaching looks like Extend and deepen children's learning by using more open ended questioning and encouraging children to talk about their own learning. Ensure that all teaching makes effective provision to stretch and challenge all children taking account of their starting points and capabilities.			old children, is judged to be Outstanding including children's Language and communication skills. Observations of teaching show that children make at least good progress in language and communication
To improve further the effectiveness of our curriculum	Look to develop the curriculum by- Reviewing the quality of provision for the most able, less able, SEN, disadvantaged children, boys and girls. Ensure curriculum planning reflects the interests of all children, including SEN children and the two year olds, and stimulates their critical thinking Provision of training for staff on quality curriculum provision by linking up with an outstanding nursery school in Brent. Embed children's mathematical development in all areas of the schools work. **Ofsted April 2016**	**AS, CO**	**July 17**	A vibrant and engaging curriculum is on offer which meets the needs of children of different levels of attainment, including the most able. Planning shows that children's interests have been taken into account, including SEN and two year olds, and there are opportunities for developing thinking skills (this could for example be shown through the next steps for learning which have been identified for individual children and key groups)

AREA: INCLUSION AND EQUALITY

OBJECTIVE	ACTION	LEAD	BY WHEN	HOW WILL WE KNOW?
Narrowing the attainment gap between disadvantaged children and their peers.	Continue to improve the systems for tracking children's progress & identifying key curriculum areas for development, including specific next steps. Use next steps that have been identified to ensure appropriate stretch and challenge for disadvantaged children.	**AS,CO**	**July 17**	• Teachers and Key workers carry out ongoing assessments of childrens' development according to the revised EYFS • Attainment and progress data for all key groups, including SEN and two year olds, is reviewed regularly and used to inform planning for children's learning

AREA: A LEARNING COMMUNITY

OBJECTIVE	ACTION	LEAD	BY WHEN	HOW WILL WE KNOW?
Promoting parents as partners	Deliver parental programmes for maths, ICT, literacy and parenting skills. Improve the quality of communication with parents. To re-establish an effective parent forum which will have a strong voice in the development of the nursery school. Embed strategies to ensure greater parental involvement in their children's learning	**AS** **CO**	**July 17**	Three programmes covering maths, literacy and ICT delivered to parents in the setting Feedback responses from parents show that most agree that communication systems and accessibility have improved Parents suggestions taken into account in shaping the development of the nursery. Parents consultation will confirm they feel more involved in supporting their children's learning

Further improve the effectiveness and impact of Governance and leadership.	Provision of training to improve further Governor's skills in monitoring key aspects of the school's work. Provision of information and data on children's achievements is shown to the governing body to enable them to support and challenge effectively. Provide staff with training and support to develop their leadership skills, so that they are more involved in school improvement work. **Ofsted April 2016**	**CO** **CC**	**On going**	Governors in place with the skills to lead on the strategic monitoring of : SEN, Finance, Safeguarding, Equal Opportunities" Governing body minutes show that Governors are holding the school leaders to account

APPENDIX 1

HILLVIEW NURSERY SCHOOL

List of useful acronyms

CO -Carly Orbell

AS – Ania Stuart

LB - Linda Bolam

SD – Saman Durrani
CC - Claudia Calogero