



# **Freshfield Nursery School**

## **Strategic School Development Plan**

**2023 – 2024**



### **Freshfield Nursery School aims to:**

- **offer a safe, happy place where everyone is known and valued, and where differing needs are acknowledged, accepted and met**
- **encourage each child to be independent and develop a sense of responsibility for themselves and respect for others in the environment**
- **provide a stimulating and challenging range of activities that will engage children and develop their curiosity**
- **further develop a positive attitude to learning that will support them through life**
- **further develop children's confidence**
- **value and incorporate all aspects of children's lives, building a strong partnership with community and future schools.**

This strategic plan should be read in conjunction with the Early Years Pupil Premium Strategy.

Priorities have been identified following the finalisation of the September 2022 Self Evaluation, and have been developed in discussion with staff.

The impact of the School Development Plan is closely monitored and evaluated, and governors will be updated termly.

### 2023/2024 Priorities for Improvement at Freshfield Nursery School

1. Continue to improve children's outcomes and progress across the nursery.
  - 1a) Ensure that provision and opportunities enable children's outcomes in the Prime Area's specifically PSED and Communication and Language.
  - 1b) In relation to exit (2022/2023) and entry (2023/2024) data – improve children's outcomes and progress in areas of literacy and maths with a specific focus on vocabulary development.
2. Embed consistently high expectations of all staff in order to ensure high quality teaching across the school.
  - Continue to review and further develop the quality of the learning environment, so that it effectively supports children's learning and progress across all areas of the curriculum
  - Develop and embed the role of the adult as a facilitator of learning within continuous provision.
  - Develop and implement professional communication and information sharing that supports the quality of the curriculum and practice.
3. Continue to recognise barriers to the learning of children with SEND and put in place strategies to support their progress.
  - Develop the Freshfield universal offer.
4. Continue to explore opportunities to support the sustainability of Freshfield Nursery School.

### Next steps for the school from last Ofsted inspection – March 2019

1. Leaders and those responsible for governance should ensure that they have a precise understanding of how the provision for two-year-olds can be developed even further.
2. Leaders and those responsible for governance should ensure that information included in children's two-year-old progress checks is equally as comprehensive as other nursery record for these children. *(Completed 2019)*

**Priority:** 1. Continue to improve children's outcomes and progress across the nursery.

Priority Aspect	Priority identified by	Monitoring	Ofsted link	
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1a) Ensure that provision and opportunities enable children's outcomes in the Prime Area's specifically PSED and Communication and Language.	<p>School evaluation</p> <p>Data analysis - Entry data 2024 presents an overall increase from 2023.</p> <p><b>Starting – PD (73%)</b></p> <p>When compared to 2023 starting data, PD was also the key area of strength.</p> <p>Starting data for 2024 has increased significantly in GLD area's when compared to starting data 2023.</p> <p>SLT monitoring</p> <p>Feedback from staff</p>	<p>Learning walks</p> <p>Observations</p> <p>Case studies</p> <p>Group leaders meetings</p> <p>Pupil progress meetings</p>	<p>Quality of Education</p> <p>Quality of Early Years Provision</p>	
Area of focus	Actions	Possible challenges/timescale/funding	Desirable Outcomes	Costs
<p><b>PSED</b></p> <p>Making relationships</p> <p>Sense of Self</p> <p>Understanding emotions</p>	<ul style="list-style-type: none"> <li>✓ Ensure accurate and informative end point (2022/2023) and entry (2023/2024) data</li> <li>✓ Informal observations of setting</li> <li>✓ Review of Nursery systems and routines.</li> <li>✓ Audit and redesign/resourcing of continuous provision in line with Early Excellence guidance.</li> <li>✓ Consistency with resourcing and labelling.</li> <li>✓ Weekly group time PSED focus</li> <li>✓ The colour Monster vocabulary embedded across the setting</li> <li>✓ Review of continuous provision curriculum to include PSED learning opportunities within each area of provision</li> <li>✓ Group leader meetings set up and weekly assessment/tracking opportunities embedded</li> <li>✓ Performance management targets to reflect SDP priorities</li> <li>✓ Pupil progress meetings feed directly into intervention groups/vulnerable groups identified and tracked</li> <li>✓ Work with parents to develop key aspects of PSED and independence</li> <li>✓ Review and reorganisation of transitions of new children.</li> <li>✓ Review of attention and engagement strategies</li> <li>✓ Development of front outdoor area</li> <li>✓ Consistency of snack time and group time delivery</li> </ul>	<ul style="list-style-type: none"> <li>✓ Change over of leadership and teaching team.</li> <li>✓ Time allocated.</li> <li>✓ New expansion developments – this will be a key priority</li> <li>✓ Maintaining and replenishing resources</li> <li>✓ Staff availability for training</li> </ul>	<ul style="list-style-type: none"> <li>✓ Staff are confident with the timetable, routine and structure of the day.</li> <li>✓ Staff know how continuous provision planning, resourcing and organisation supports the development PSED.</li> <li>✓ Children across the setting are at met or exceeding expectations in areas of, making relationships, sense of self and understanding emotions.</li> <li>✓ Children are age appropriately able to, <ul style="list-style-type: none"> <li>- Create and sustain meaningful relationships.</li> <li>- Recognise and name a range of emotions.</li> <li>- Have a strong developing sense of self</li> <li>- Shows confidence, independence and self – esteem</li> <li>- Can play alongside and with others</li> <li>- Are developing the skills to negotiate and manage conflict</li> <li>- Are able to follow age appropriate routines and structures.</li> <li>- Are able to adapt their behaviour to a range of situations</li> </ul> </li> </ul>	<p>£400 supply cover for EY Lead modelling</p> <p>Sink extension child height £1288</p> <p>Front garden improvements £2685 and £925 school fund parental donations</p> <p>Installation time overtime site manager/cleaner £150</p>

<b>Communication and Language</b>  Listening and attention  Understanding  Speaking	<ul style="list-style-type: none"> <li>✓ Ensure accurate and informative end point (2022/2023) and entry (2023/2024) data</li> <li>✓ Informal observations of setting</li> <li>✓ Audit and redesign/resourcing of continuous provision in line with Early Excellence guidance.</li> <li>✓ Consistency with resourcing and labelling.</li> <li>✓ Group time planning system, methods and key aspects reviewed and embedded/teaching methods for core books (Tales toolkit)</li> <li>✓ Pre-teaching of vocabulary to be embedded</li> <li>✓ Use of Widgit</li> <li>✓ Key vocabulary to be a feature of weekly enhancements</li> <li>✓ The colour Monster vocabulary embedded across the setting</li> <li>✓ Review of continuous provision curriculum to include CL learning opportunities within each area of provision</li> <li>✓ Group leader meetings set up and weekly assessment/tracking opportunities embedded</li> <li>✓ Performance management targets to reflect SDP priorities</li> <li>✓ Pupil progress meetings feed directly into intervention groups/vulnerable groups identified and tracked</li> <li>✓ Work with parents to develop key aspects of CL</li> <li>✓ Development of front outdoor area</li> <li>✓ Appoint Wellcomm lead practitioner</li> </ul>		<ul style="list-style-type: none"> <li>✓ Staff know how continuous provision planning, resourcing and organisation supports the development communication and language.</li> <li>✓ Children across the setting are at met or exceeding expectations in areas of, Listening and attention, understanding, speaking</li> <li>✓ Children are age appropriately able to,</li> </ul>	£150 widgit £2685 outdoor improvements £925 SF as above
<b>Literacy</b>  Reading  Writing  <b>Maths</b>  Counting Cardinality Composition Spatial awareness Shape	<ul style="list-style-type: none"> <li>✓ Work alongside Tom Gadsby, (Local Authority Education Advisor) Jacqui Tyres (Early Years improvement team) gain advice and guidance and implement recommendations</li> <li>✓ Ensure accurate and informative end point (2022/2023) and entry (2023/2024) data.</li> <li>✓ EYFS leader performance management targets in line with review of core provision, with a clear vision of intent, implementation and impact</li> <li>✓ Redesign of maths, reading and writing provision areas.</li> <li>✓ Opportunities to develop maths, reading and writing opportunities within the setting.</li> </ul>	Early Years Leader to be provided with additional leadership time  Time for EYFS Leader & Headteacher to discuss, share ideas, review, research, analyse & monitor.	Appraisal targets set & being actioned by EYFS Leader	£250 books  LA advisor £2751 EY team NIL  Maths £200

Pattern Measure	<ul style="list-style-type: none"> <li>✓ Assessment for learning to be a key focus at group leaders meetings.</li> <li>✓ Progression and sequencing documents for reading, writing and areas of maths to be further developed.</li> <li>✓ Group time planning to focus on Prime area's plus literacy and maths – strong focus on early writing opportunities linked with physical development and counting and cardinality.</li> <li>✓ Develop use of core book packs to go alongside core books in the continuous provision areas.</li> </ul>			
Evaluation – items completed/to complete				
Autumn	Spring	Summer	Cost	
<p><b>Completed</b></p> <ul style="list-style-type: none"> <li>✓ <b>Ensure accurate and informative end point (2022/2023) and entry (2023/2024)</b> – <i>this has been analysed and actions set.</i></li> <li>✓ <b>Informal observations of setting</b> – <i>identified routines and structures are vital to get into place. Staff concerned re tidy up time, this to be reviewed and new system created.</i></li> <li>✓ <b>Review of Nursery systems and routines.</b> – <i>Systems for entering Nursery, organising personal belongings, finish times, group times and tidy up times have been reviewed and new systems embedded.</i></li> <li>✓ <b>Audit and redesign/resourcing of continuous provision in line with Early Excellence guidance.</b> – <i>Using the Early Excellence Guidance continuous provision planning has been created for 3-4's, group leaders have been trained with a focus on how each area of the curriculum is represented</i></li> <li>✓ <b>Weekly group time PSED focus</b> – <i>this has been embedded and mapped out across the year to ensure all aspects of development matters are covered.</i></li> <li>✓ <b>Group leader meetings set up and weekly assessment/tracking opportunities to embedded</b></li> </ul>	<p><b>Completed</b></p> <ul style="list-style-type: none"> <li>✓ <b>Inset day training specifically on continuous provision</b> – <i>08.01.24</i></li> <li>✓ <b>Performance management targets to reflect SDP priorities</b> – <i>EYFS lead/HLTA and TA targets consistent with CPD areas for development all carried out</i></li> <li>✓ <b>Review of continuous provision curriculum to include PSED/CL learning opportunities within each area of provision</b> – <i>see provision area planning</i></li> <li>✓ <b>Consistency with resourcing and labelling.</b> – <i>Widgit purchased, all resourcing and labelling to be on cream paper with Widgit symbols, consistent use of text across the setting.</i></li> <li>✓ <b>Development of front outdoor area to focus specifically on PSED/PD and CL opportunities</b> – <i>area designed and items purchased</i></li> <li>✓ <b>All staff to have colour monster symbols on lanyards</b> – <i>completed</i></li> <li>✓ <b>Review of attention and engagement strategies</b> - <i>embed looking/listening/sitting Widgit visuals at the start of each session</i></li> <li>✓ <b>Review and reorganisation of transitions of new children</b> – <i>this has been discussed as a group leader agenda</i></li> </ul>	<p><b>Completed</b></p> <ul style="list-style-type: none"> <li>✓ <b>Pupil progress meetings feed directly into intervention groups/vulnerable groups identified and tracked</b> – <i>Spring completed and interventions set up for</i></li> <li>✓ <b>Appoint Wellcomm lead practitioner</b> – <i>Mary Warsop appointed. Wellcomm's completed and intervention groups set</i></li> <li>✓</li> <li>✓ <b>Further developed</b> - <i>Group leader meetings set up and weekly assessment/tracking opportunities embedded</i></li> <li>✓ <b>3-4's parents information evening</b> on preparing your child for primary school.</li> <li>✓ <b>The 'Freshfield' way snack times</b></li> <li>✓ <b>Daily colour monster emotions input</b></li> </ul> <p><b>To do.</b></p> <ul style="list-style-type: none"> <li>✓ <b>Further develop</b> - <i>Evaluate transitions of new children</i></li> <li>✓ <b>Further develop</b> - <i>Work with parents to develop key aspects of PSED/CL and independence</i></li> <li>✓ <b>Develop website and social media presence</b></li> <li>✓ <b>Back outdoor continuous provision</b> to be reviewed, organised and planned for</li> <li>✓ <b>Co-coaching system</b> to specifically focus on tales toolkit and I say, you say/I do, you do method.</li> <li>✓ <b>Group time observation</b></li> </ul>	<p>Creative equipment via parents' Amazon wishlist - NIL</p>	

<ul style="list-style-type: none"> <li>✓ <b>Review and reorganisation of transitions of new children.</b> – discussion and new arrangements created in line with group leaders evaluation of process</li> </ul>	<ul style="list-style-type: none"> <li>item and alterations made to successfully induct new pupils</li> <li>✓ <b>Pre-teaching of vocabulary to be embedded</b> – as detailed in group time planning</li> <li>✓ Social stories in place in all learning areas to support interaction, self regulation, inclusive practice and vocabulary development. (As highlighted in Tom Gadsby report.)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Snack time observation</li> <li>✓ Further embed colour monster symbols used to support pupils to name emotions and resolve conflict in the moment</li> <li>✓ Playdough area to provide keyword opportunities (As per Tom Gadsby report)</li> <li>✓ Consider the use of Think Equal books to support teaching about diversity and equality</li> <li>✓ Clear outdoor development plan (As per Tom Gadsby report)</li> <li>✓ Monitoring – learning walks etc</li> </ul>	
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Priority: 1. Continue to improve children’s outcomes and progress across the nursery.																												
Priority Aspect	Priority identified by			Monitoring	Ofsted link																							
1b) In relation to exit (2022/2023) and entry (2023/2024) data – improve children’s outcomes and progress in areas of literacy and maths 1c) In relation to KW/EAD	Headteacher/EYFS Leader			Chair of Teaching and Learning	Quality of Education	IT provider updating assessment spreadsheet £150																						
	<div>Data</div> <table><thead><tr><th>Area of Curriculum</th><th>Start point</th><th>End point</th></tr></thead><tbody><tr><td>PSED</td><td>68%</td><td></td></tr><tr><td>Communication and Language</td><td>68%</td><td></td></tr><tr><td>Physical development</td><td>73%</td><td></td></tr><tr><td>Literacy</td><td>66%</td><td></td></tr><tr><td>Maths</td><td>65%</td><td></td></tr><tr><td>Expressive Arts</td><td>24%</td><td></td></tr><tr><td>Understanding the world</td><td>18%</td><td></td></tr></tbody></table> <div>NB- EA (24%) and UW (18%) are anomalies within the data and are not consistent with data findings in other areas of the curriculum. This suggests that data collection within this area is flawed and will need to be reviewed with the staff team. New curriculum area planning details the EA and UW opportunities within each area which will support</div>			Area of Curriculum	Start point		End point	PSED	68%		Communication and Language	68%		Physical development	73%		Literacy	66%		Maths	65%		Expressive Arts	24%		Understanding the world	18%	
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	<p>the observation and assessment opportunities for these two areas of the curriculum.</p> <p><b>Entry</b>  PSED – 68%  CL – 68%  PD – 73%  PD is consistently the strongest area within the prime areas of the curriculum.  Actions for PSED and CL development are highlighted in 2022/2023 analysis.</p> <p>Lit – 66% (22% increase from 23 entry data)  Maths – 65% (19% increase from 23 data)</p>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>● Increased opportunities to read and write. Book nooks in each room, writing area within construction zone introduced.</li> <li>● Increase writing opportunities in the outdoor area.</li> </ul> <p><b>Maths – girls</b></p> <ul style="list-style-type: none"> <li>● Pre-teach mathematical vocabulary in group time sessions.</li> <li>● New planned for and resourced maths area.</li> <li>● Maths opportunities to be available in writing area and role play area.</li> </ul> <p>Summer born children performed broadly in line with the whole cohort data. The lowest area is PSED with a variance of 12%</p> <ul style="list-style-type: none"> <li>● Group leaders to know and target summer born pupils during observation and assessment time.</li> <li>● Track summer born at pupil progress meetings specifically in PSED.</li> <li>● Observe new PSED routines and structures and our new approaches implemented.</li> </ul> <p>Pupils with EAL are underperforming in all areas when compared to whole cohort data apart from maths. This does raise questions as maths is mainly vocabulary based.</p> <ul style="list-style-type: none"> <li>● This will be reviewed in a group leaders meeting.</li> <li>● Tracking of EAL group in pupil progress Ensure quality first teaching &amp; learning</li> </ul> <p>Pupils with SEND are achieving highest in PSED at 63% when compared to whole cohort data at 68%. Communication and language is the lowest outcome at 38%.</p>		
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		<ul style="list-style-type: none"> <li>• END target on EYFS leader's performance management</li> <li>• Graduated response for all areas of SEND to be put into place.</li> <li>• Work alongside SEND consultant to improve universal offer and already available provision.</li> <li>• Clear SEND register to be drawn up with next steps and rag rated in terms of priority.</li> <li>• Language groups drawn up and interventions delivered.</li> </ul>		
Area of focus	Actions	Possible challenges/timescale/funding	Desirable Outcomes	
Data analysis	EYFS Leader to analyse data & identify trends/priorities	Time for EYES Leader	Data analysis completed & shared with staff and governors.	
Data reporting & accountability	Present data analysis to governors at Teaching and Learning Committee		Provision & planning reflects opportunities to address data gaps.	
Lines of enquiry	Communicate outcomes of analysis to staff team & explain actions to be taken to impact further upon standards.		Areas of continuous provision curriculum to include Maths and Literacy learning opportunities within each area of provision.	
	Follow up & explore lines of enquiry arising from data - Headteacher to monitor.		Evidence of training to support understanding of Maths and literacy learning opportunities within the curriculum.	
Appraisal Targets set	Appraisal targets set linked to outcomes from lines of enquiry identifying areas for school improvement & data analysis where impact is required to improve life chances.			
	EYFS leader Performance Management targets for discussion & agreement:	Autumn/Spring terms - Headteacher to set appraisal targets for EYFS Leader, SBM, Group Leaders in 2-3's nursery unit.	Performance appraisal targets focus specifically on high quality interactions and facilitate learning with a focus on vocabulary development.	
	-Review of core provision curriculum with a clear vision of intent, implementation and impact.	EYFS Leader to set targets for 3-4 nursery unit Group Leaders.	Pre-teaching of vocabulary within group leader sessions is evident.	
	-Maths/reading/vocabulary to be specific areas for development			
	-Review of core reading offer and provision			

Addressing the gaps & ensuring impact	<p>-Progression and sequencing documents created for each pathway and implemented in planning, assessing and targeting.</p> <p>Ensure provision &amp; planning for teaching and learning for curriculum areas of maths, reading, phonics, writing, communication &amp; language, PHSE addresses any data gaps and to ensure individuals and vulnerable groups are on track to meet Early Learning Goals.</p>		<p>Key vocabulary is a key feature of weekly enhancements, specifically maths vocabulary.</p> <p>Maths area is set up and resourced.</p> <p>Evidence that group times are structured with opportunities to review, teach, practice and apply, key vocabulary highlighted and key questions noted.</p> <p>Reading nooks and writing opportunities are set up within each room.</p> <p>There are maths opportunities across all areas of continuous provision to be considered.</p> <p>Maths and writing opportunities are planned for in outdoor play.</p> <p>Parent curriculum meeting to focus on key area of school readiness.</p> <p>To do</p> <ul style="list-style-type: none"> <li>- Nature school long term overview and provision planning</li> <li>- Develop ways to assess KW/EAD</li> </ul>	
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**Priority: 2.** Embed consistently high expectations of all staff in order to ensure high quality teaching across the school.

2a)Continue to review and further develop the quality of the learning environment so that it effectively supports children’s learning and progress across all areas of the curriculum

2b) Develop and embed the role of the adult as a facilitator of learning within continuous provision.

2c) Develop group time delivery to ensure quality first teaching is in place

2d) Develop and implement professional communication and information sharing that supports the quality of the curriculum and practice

Priority Aspect	Priority identified by	Monitoring	Ofsted link	Cost
2a, 2b, 2c, 2d	School evaluation Data analysis - SLT monitoring Feedback from staff	Learning walks Observations Case Studies Group leaders meetings Pupil progress meetings	Quality of Education  Quality of Early Years Provision	
Area of focus	Actions	Possible challenges/timescale/funding	Desirable Outcomes	
2a	2a) Continue to review and further develop the quality of the learning environment so that it effectively supports children's learning and progress across all areas of the curriculum <ul style="list-style-type: none"> <li>✓ Redesign and resourcing of continuous provision to allow for high quality interactions to take place.</li> <li>✓ Continuous provision planning in place to support high quality interactions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Change over of leadership and teaching team.</li> <li>✓ Time allocated.</li> <li>✓ New expansion developments – this will be a key priority</li> <li>✓ Maintaining and replenishing resources</li> <li>✓ Staff availability for training</li> </ul>	<b>To do</b> <ul style="list-style-type: none"> <li>- <b>Continuous provision planning for 2's, outdoor and Nature School</b></li> </ul>	£750 supply for EY Lead  Staff training £1000 cover  Group area flooring rugs £472 school fund
2b	2b) Develop and embed the role of the adult as a facilitator of learning within continuous provision. <ul style="list-style-type: none"> <li>✓ Introduction of SHREC approach – share attention, respond, expand, conversation</li> <li>✓ Redesign and resourcing of continuous provision to allow for high quality interactions to take place.</li> <li>✓ Continuous provision planning in place to support high quality interactions</li> <li>✓ Co-coaching and mentoring system put into place</li> <li>✓ Monitoring cycle put into place</li> </ul>			
2c	2c) Develop group time delivery to ensure quality first teaching is in place <ul style="list-style-type: none"> <li>✓ Review and develop session delivery</li> <li>✓ Include scaffolding, vocabulary and key questions as per opal assessment.</li> <li>✓ Monitoring of session delivery</li> </ul>			
2d	2d) Develop and implement professional communication and information sharing that supports the quality of the curriculum and practice Introduce meeting schedule to evaluate current procedures and monitor progress across 2's and 3-4's provision			

Evaluation – items completed/to complete			Cost
Autumn	Spring	Summer	
<p>2a)</p> <ul style="list-style-type: none"> <li>✓ <b>Audit and redesign/resourcing of continuous provision in line with Early Excellence guidance.</b> – <i>Using the Early Excellence Guidance continuous provision planning has been created for 3-4's, group leaders have been trained with a focus on how each area of the curriculum is represented</i></li> </ul> <p>2b) <b>Introduction of SHREC approach – share attention, respond, expand, conversation</b></p> <ul style="list-style-type: none"> <li>✓ <i>SHREC as a means for interacting and facilitating learning has been introduced across both provisions.</i></li> </ul> <p>2c) <b>Develop group time delivery to ensure quality first teaching is in place</b></p> <ul style="list-style-type: none"> <li>✓ <i>Evaluation of current methods and consultation with staff</i></li> </ul>	<p>2a)</p> <ul style="list-style-type: none"> <li>✓ <b>Continuous provision planning in place to support high quality interactions.</b> – <i>Continuous provision planning outlines key learning opportunities, resources, intended experiences, vocabulary and the role of the adult.</i></li> </ul> <p>2b) <b>Introduction of SHREC approach – share attention, respond, expand, conversation</b></p> <ul style="list-style-type: none"> <li>✓ <i>Classroom displays with examples of good practice shared</i></li> </ul> <p>2c) <b>Develop group time delivery to ensure quality first teaching is in place</b></p> <ul style="list-style-type: none"> <li>✓ <b>Review and develop session delivery</b> -3-4's session delivery has developed using a review, teach, practice and apply method.</li> <li>✓ <b>Include scaffolding, vocabulary and key questions as per opal assessment.</b> -A strong focus has been on pre-teaching vocabulary during group time sessions using Widgit symbols to support.</li> </ul> <p>2d) <b>Develop and implement professional communication and information sharing that supports the quality of the curriculum and practice</b></p>	<p>2a)</p> <p><b>Monitoring of indoor continuous provision environment</b></p> <p>2b) <b>Introduction of SHREC approach – share attention, respond, expand, conversation</b></p> <ul style="list-style-type: none"> <li>✓ <i>Frequent communication and reminders to staff through email, share of video and EEF guidance. – Lynne Evans has sent out termly guidance regarding high quality interactions to all staff.</i></li> <li>✓ <i>SHREC information to be shared on weekly bulletin</i></li> <li>✓ <i>Staff SHREC resource folder created – all staff to have CPD time to read</i></li> <li>✓ <i>Monitoring cycle to be put into place</i></li> </ul> <p>2c) <b>Develop group time delivery to ensure quality first teaching is in place</b></p> <ul style="list-style-type: none"> <li>✓ <b>Monitoring of session delivery</b> -Headteacher and EYFS leader have monitored group time sessions with a focus on pre-teach of vocab and consistency across groups – monitoring to continue</li> </ul>	<p>£1500 curriculum improvements 2024</p> <p>£150 widgit 2024</p>

	<ul style="list-style-type: none"> <li>✓ <i>Weekly meeting schedule introduced with a focus on items;</i></li> </ul> <p><b>- Agenda:</b></p> <ul style="list-style-type: none"> <li>• <i>Safeguarding</i></li> <li>• <i>Health</i></li> <li>• <i>SEND</i></li> <li>• <i>Children to be aware of/Wellbeing/Attendance</i></li> <li>• <i>Working/not working/quick fix</i></li> <li>• <i>Assessment for Learning/Planning</i></li> <li>• <i>Development point</i></li> <li>• <i>Coming up</i></li> </ul>		
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**Priority: 3.** Continue to recognise barriers to the learning of children with SEND and put in place strategies to support their progress.

3a) To ensure early identification is in place and actions taken to support progress

3b) Put in place clear graduated response (plan, do, review cycle)

3c) Create Freshfield Universal offer and implement across school

3d) Develop Freshfield SEND support offer and implement across school

Priority Aspect	Priority identified by	Monitoring	Ofsted link	Cost
3a, 3b, 3c, 3d	School evaluation Data analysis -  SLT monitoring Feedback from staff Evaluation of processes	Learning walks Observations Case Studies Group leaders meetings Pupil progress meetings	Quality of Education  Quality of Early Years Provision	£150 pw SEND consultant Jan to July 24
Area of focus	Actions	Possible challenges/timescale/funding	Desirable Outcomes	
3a) Early identification	<p><i>3a) To ensure early identification is in place and actions taken to support progress</i></p> <ul style="list-style-type: none"> <li>✓ Group leaders schedule in place with opportunities to identify and plan for pupils with potential SEND.</li> <li>✓ Pupil progress meetings to feed into intervention timetable.</li> <li>✓ All children to have a starting point assessment</li> </ul> <p>3b) Put in place clear graduated response (Assess, plan, do, review cycle)</p> <ul style="list-style-type: none"> <li>✓ Develop Freshfield APDR cycle</li> </ul>	<ul style="list-style-type: none"> <li>✓ Change over of leadership and teaching team.</li> <li>✓ Time allocated.</li> <li>✓ New expansion developments – this will be a key priority</li> <li>✓ Maintaining and replenishing resources</li> <li>✓ Staff availability for training</li> </ul>	<p>The Graduated Response</p>	£150 cover EY lead PP meetings  TA overtime provision setting up overtime £304

	<ul style="list-style-type: none"> <li>✓ Introduce cause for concern form as a means of sharing initial concerns.</li> <li>✓ Introduce observation approach and recording methods.</li> <li>✓ Introduce Child Centred Planning Meeting approach</li> <li>✓ Develop the use of provision maps across the setting</li> <li>✓ Develop evaluative practices</li> </ul> <p>3c) Develop Freshfield Universal offer and implement across school to ensure - Quality first teaching engages all learners and supports the learning of all children in an inclusive way.</p> <ul style="list-style-type: none"> <li>✓ Explore Nurture programme as a school wide ethos and commitment to understand basic strategies.</li> <li>✓ Develop a stimulating, supportive, well-organised, accessible and safe learning environment with reasonable adjustments.</li> <li>✓ Ensure visual time lines, now and next boards and routines are clearly displayed.</li> <li>✓ Display key vocabulary and sequences of learning.</li> <li>✓ Develop clear and predictable routines and structures.</li> <li>✓ Ensure all staff have an understanding of inclusive practice through the APDR process.</li> <li>✓ SENCO provides advice and guidance on provision and differentiation.</li> <li>✓ Co-production and pupil voice is at the heart of planning, assessing and referring.</li> </ul> <p>3d) Develop Freshfield SEND support offer and implement across school</p> <ul style="list-style-type: none"> <li>✓ Work with professional agencies to support</li> </ul>			<p>£1500 curriculum improvements budgeted 2024-25</p> <p>Bikes £800 school fund</p> <p>Thrive SEND consultant Jan to Jul 2024 £150 pw</p>
Evaluation – items completed/to complete				
Autumn	Spring	Summer	Cost	

<ul style="list-style-type: none"> <li>✓ Group leaders schedule in place with opportunities to identify and plan for pupils with potential SEND.</li> <li>✓ All children to have a starting point assessment</li> <li>✓ Ensure visual time lines, now and next boards and routines are clearly displayed.</li> <li>✓ Develop clear and predictable routines and structures.</li> <li>✓ Co-production and pupil voice is at the heart of planning, assessing and referring.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupil progress meetings to feed into intervention timetable.</li> </ul> <p>3b) Put in place clear graduated response (Assess, plan, do, review cycle)</p> <ul style="list-style-type: none"> <li>✓ Develop Freshfield APDR cycle</li> <li>✓ Introduce cause for concern form as a means of sharing initial concerns.</li> <li>✓ Introduce observation approach and recording methods.</li> <li>✓ Introduce Child Centred Planning Meeting approach</li> <li>✓ Develop the use of provision maps across the setting</li> <li>✓ Develop evaluative practices</li> <li>✓ Display key vocabulary and sequences of learning.</li> <li>✓ Co-production and pupil voice is at the heart of planning, assessing and referring.</li> </ul>	<p>3b) Put in place clear graduated response (Assess, plan, do, review cycle)</p> <ul style="list-style-type: none"> <li>✓ Develop Freshfield APDR cycle</li> <li>✓ Introduce cause for concern form as a means of sharing initial concerns.</li> <li>✓ Introduce observation approach and recording methods.</li> <li>✓ Introduce Child Centred Planning Meeting approach</li> <li>✓ Develop the use of provision maps across the setting</li> <li>✓ Develop evaluative practices</li> <li>✓ Ensure all staff have an understanding of inclusive practice through the APDR process.</li> <li>✓ Co-production and pupil voice is at the heart of planning, assessing and referring.</li> </ul> <p>To do</p> <ul style="list-style-type: none"> <li>✓ Explore Nurture programme as a school wide ethos and commitment to understand basic strategies.</li> </ul>	
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Priority: 4				
Priority Aspect	Priority identified by	Monitoring	Ofsted link	Cost
Continue to explore opportunities to support the sustainability of Freshfield Nursery School.	Acting Headteacher/School Business Manager	Governing Body/Resources Committee	Quality of Education  Quality of Early Years Provision	Marketing £800 Moor Mag £900 Heatons post and other marketing
Area of focus	Actions	Possible challenges/timescale/funding	Desirable Outcomes	
Marketing Freshfield Nursery	<p>1a Actions to support marketing of Freshfield Nursery.</p> <ul style="list-style-type: none"> <li>✓ <b>Establish an arrangement with local Moor Magazine to have articles published in</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Time allocated.</li> <li>✓ New expansion developments – this will be a key priority</li> </ul>	<ul style="list-style-type: none"> <li>- Parent requests for increased hours can be fulfilled.</li> </ul>	<p>Moor Mag £750 Heatons Post £750</p>

<p>Expansion of Child Care for 2-3 year olds.</p>	<p><b>their monthly magazine/social media page.</b></p> <ul style="list-style-type: none"> <li>✓ <b>Headteacher to establish regular meetings Group Leader for 2-3's.</b></li> <li>✓ <b>Acting Headteacher to gain a detailed overview of the working practices in the 2-3's Nursery through observations.</b></li> <li>✓ <b>Magazine article to be written by Acting Headteacher on Freshfield Leader of 2-3 provision.</b></li> <li>✓ <b>Monthly articles to be composed by Headteacher.</b></li> <li>✓ <b>Parent governor to post information about Freshfield eg places available or any press articles.</b></li> </ul> <p>2b Expand 2 year old numbers to accommodate parents who have been offered working families funding from April 2024. <i>Numbers increased from 26 to 36 per session.</i></p> <ul style="list-style-type: none"> <li>✓ <i>Evaluate demographic of area and make predictions re numbers requiring increased hours.</i></li> <li>✓ <i>Preparation of staff for change.</i></li> <li>✓ <i>Consultation process with Governors.</i></li> <li>✓ <i>Recruitment of quality level 2 and 3 staff.</i></li> <li>✓ <i>Induction and training of new staff.</i></li> <li>✓ <i>Change of 2's indoor environment to accommodate new children.</i></li> <li>✓ <i>Planning for outdoor provision adaptations and enhancements. (Seeking quotes)</i></li> </ul> <p>2c. To develop provision and practice within BSC and ASC.</p> <ul style="list-style-type: none"> <li>✓ To recruit specific ASC staff.</li> <li>✓ Staff training – Application of Level 3 via the Apprenticeship Levy</li> <li>✓ SBM has arranged staff meetings, developed policy, purchased storage and supported staff to arrange the daily</li> </ul>	<ul style="list-style-type: none"> <li>✓ Maintaining and replenishing resources</li> <li>✓ Staff recruitment and availability for training</li> </ul>	<ul style="list-style-type: none"> <li>- Self generated income remains at high level.</li> <li>- Increased numbers of 30 hour places due to the working families funding once the child turns 3.</li> </ul> <p>1b) Parental needs regarding hours' patterns of attendance/extended hours are met leading parents to be able to take a place at Freshfield around their work commitments.</p>	<p>£1000 provision improvements 2s</p> <p>Outdoor play expansion 2s £3820 DFC</p> <p>2s recruitment £65209 2024-25 financial year</p> <p>TA ASC time £150</p> <p>ASC Mon to Fri staff £18526</p> <p>Training NIL via apprenticeship levy</p>
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	<p>timetable which supports consistency of routines across the week.</p> <p>✓ SBM has arranged for teaching assistant time to audit and resource specific ASC items.</p>			
<b>Priority: 5. To develop leadership within school at all levels to improve the quality of educational provision and ensure high standards in teaching and learning.</b>				
<b>Priority Aspect</b>	<b>Priority identified by</b>	<b>Monitoring</b>	<b>Ofsted link</b>	<b>Cost</b>
To develop a leadership at all levels culture within school to help empower staff to take responsibility for leading on areas of provision, teaching and learning & areas of school life	Acting Headteacher	Governing Body Safeguarding Governor Headteacher EYFS Leader	Quality of Education  Quality of Early Years Provision  Quality of Leadership	Training session with LA for staff and governors £75 plus £112.  £30 pp training
<b>Area of focus</b>	<b>Actions</b>	<b>Possible challenges/timescale/funding</b>	<b>Desirable Outcomes</b>	
<p>Leadership</p> <p>To ensure that all staff are aware of current safeguarding priorities including PREVENT and KCSIE</p>	<p><b>Enhancement of nursery safeguarding culture to make it more high profile and robust.</b></p> <p>✓ <b>Introduce weekly staff bulletin and ensure safeguarding is a standing item &amp; agenda item at staff meetings.</b></p> <p>✓ <b>All on-line training that staff must complete SBM and administrator to electronically monitor to ensure this is completed by all staff. eg KSIE, PREVENT, food hygiene etc</b></p> <p>✓ <b>Ensure Safer recruitment training is updated.</b></p> <p>✓ <b>Complete/Update Local Authority Safeguarding Audit.</b></p> <p>✓ <b>CPOMS Dashboard read/actioned daily by Headteacher.</b></p> <p>✓ <b>Headteacher to report any significant information to Governing Board and Safeguarding Governor</b></p>	<p>✓ September LA Safeguarding Training 2023</p> <p>✓ Headteacher to attend termly LA safeguarding updates/training</p> <p>✓ On- line training for staff</p> <p>✓ Learning Pool</p> <p>✓ Parental Mail record keeping</p> <p>✓ Governor Safer Recruitment</p>	<p>All leaders have a clear and ambitious vision for providing high-quality inclusive education for All. This is realised through strong shared values policies and practices.</p> <p>All leaders focus on improving staff's EYFS knowledge &amp; pedagogy</p> <p>All leaders of learning engage effectively with learners and parents &amp; carers.</p> <ul style="list-style-type: none"> <li>- Culture of Safeguarding promoted in school by all staff.</li> <li>- Staff knowledge that safeguarding our children is the most important thing that we can do as a school and as an individual professional working in a school.</li> </ul>	<p>£1000 provision improvements 2s</p> <p>Outdoor play expansion 2s £3820 DFC</p> <p>2s recruitment £65209 2024-25 financial year</p>

	<ul style="list-style-type: none"> <li>✓ Arrange Local Authority Level 1 safeguarding training for all staff.</li> <li>✓ Acting Headteacher to attend designated lead training</li> <li>✓ New EYFS Leader to attend DSL training.</li> <li>✓ Safeguarding Governor to attend annual governor safeguarding training.</li> <li>✓ Refresher training for less confident staff on the effective use of CPOMS so it can be used across the whole staff team as a means of monitoring safeguarding.</li> <li>✓ Induct all staff on the effective use of CPOMS for safeguarding.</li> <li>✓ EYFS Leader to be trained as DSL and copied into all safeguarding posts concerning children across the setting along with Co-Headteachers.</li> <li>✓ New staff and volunteers to be provided with safeguarding information as part of their induction and initial H&amp;S tour.</li> <li>✓ Safeguarding introduced as a standing item on meeting agendas for SLT, Team meetings</li> <li>✓ Individual one to ones for staff responsible/key group leader role if a significant case arises or individual staff request.</li> <li>✓ Headteacher to meet with and have regular conversations with EYFS Lead Teacher and 2-3's team leader.</li> <li>✓ SBM and School Admin Officer to be requested to monitor particular cases or log specific information or raise that which is significant with the Headteacher. Eg Attendance, lateness, early departure, medical issues, food voucher collection, and any family circumstances or calls in relation to high level SEND children, vulnerable families, LAC or current children being monitored.</li> </ul>		<ul style="list-style-type: none"> <li>- Staff knowledge the Headteacher is the designated safeguarding leader.</li> <li>- All staff apply policy and procedure.</li> <li>- Staff demonstrate to be 'professionally curious' when building relationships and conversing with parents/carers. Eg who lives in household, have we had a head bump what happened there etc</li> <li>- Notes of concern used effectively</li> <li>- Effective use of CPOMS to monitor safeguarding.</li> <li>- Rigorous recruitment to employ staff with nurturing, caring and professional approach willing to carry out instructions, prepared to whistle blow/raise issues and follow school safeguarding policies.</li> <li>- All training for staff and volunteers up to date and completed.</li> <li>- Staff do not release children to unknown adults without verifying if known by a colleague or with use of the parental safe collection password.</li> </ul>	<p>TA ASC time £150</p> <p>ASC Mon to Fri staff £18526</p> <p>Training NIL via apprenticeship levy</p>
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<p>To expand the childcare</p>	<ul style="list-style-type: none"> <li>✓ Headteacher to personally get to know vulnerable families well to aid communication and ensure Freshfield can be approached when the family is in crisis or needs advice/reassurance.</li> <li>✓ improve school's approach to attendance monitoring and see it as an integral part of a school's safeguarding processes and identifying vulnerability, family crisis to identify possible need for support.</li> <li>✓ Headteacher to work with admin officer to further develop awareness and understanding.</li> <li>✓ Admin officer to attend attendance training</li> <li>✓ Admin officer to record and report any attendance issues to the Headteacher on a daily basis and weekly picture.</li> <li>✓ Analysis of attendance by group to compare attendance rates of SEND, EAL, EYPP children, all children</li> <li>✓ To encourage parents to bring their children to school on time</li> <li>✓ To offer additional nursery hours, free breakfast club places and afterschool club places to vulnerable families or family's in times of crisis</li> <li>✓ Offer of 30 hours for all LAC children if appropriate.</li> </ul> <p>Expand 2 year old numbers to accommodate parents who have been offered working families funding from April 2024. <i>Numbers increased from 26 to 36 per session.</i></p> <ul style="list-style-type: none"> <li>✓ <i>Evaluate demographic of area and make predictions re numbers requiring increased hours.</i></li> <li>✓ <i>Preparation of staff for change.</i></li> <li>✓ <i>Re-establishing high expectations</i></li> </ul>			
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To empower staff to take leadership responsibility in order to support the quality of leadership and teamwork in school	<ul style="list-style-type: none"> <li>✓ Headteacher to support EYFS Leader and SENDCo where required with parental meetings/advice.</li> <li>✓ Group Leaders/Key Workers to take responsibility for learning areas of provision within 3-4 nursery and ensure the maintenance of standard and availability of resources.</li> <li>✓ Group Leaders to be allocated an intervention to be delivered to 3-4 year olds. Eg Motor Skills, ELSA, Welcom, Maths, Attention and listening skills.</li> <li>✓ LW to be given the responsibility for organising the lunchtime rota of staff</li> <li>✓ LE to be given the responsibility for overseeing the general 3-4 unit in respect of following the daily timetable, nursery routines and systems and procedures.</li> <li>✓ Headteacher/E to model the development of nurturing relationships.</li> </ul>		Positive, secure and calm climate for children to be in.	
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Next steps for the school from last Ofsted inspection – March 2019				
Priority Aspect	Priority identified by	Monitoring	Ofsted link	Cost
Leaders and those responsible for governance should ensure that they have a precise understanding of how the provision for two-year-olds can be developed even further.	✓ Ofsted report 2019	<p>Chair of Governors/Chair of T&amp;L Committee/Headteacher meetings</p> <p>Headteacher Reports to T&amp;L Committee/Full Governing Body</p> <p>Minutes linked to ...Summer/Autumn 2019 Presentation to Governors of overview of improvements and provision by Leader of the 2-3's.</p> <p>Learning walks undertaken by governors in 2-3's</p>	<p>Quality of Education</p> <p>Quality of Early Years Provision</p>	

		All 3-4 staff had the opportunity to do a work swap so they had a greater appreciation and understanding of 2-3 year old provision.		
Area of focus	Actions	Possible challenges/timescale/funding	Desirable Outcomes	
<p>Improved SLT Communication &amp; Understanding</p> <p>Improved Framework to further improve the synergy between 2-3's and 3-4's to further improve continuity and progression</p>	<ul style="list-style-type: none"> <li>✓ Establish regular meetings between Headteacher and Group Leader for 2-3's.</li> <li>✓ Headteacher/Governors to gain a detailed overview of the working practices in the 2-3's Nursery through observations.</li> <li>✓ Headteacher to understand the 2-3's nursery curriculum so there is a shared understanding of 'best practice'. opportunity to share and develop best practice.</li> <li>✓ Co-Headteachers to provide feedback to Governing Body</li> <li>✓ Change of terminology used in school e.g. 'Two's' and 'Main Nursery' to 2-3 nursery and 3-4 nursery units.</li> <li>✓ To align the two cultures/ways of working/role of the adult to the 'Freshfield Way' so that everybody feels of equal value.</li> <li>✓ To develop a more open approach to sharing and staff feedback to SLT.</li> <li>✓ Introduce a staff bulletin June 2023 to reinforce corporate messages and share information.</li> <li>✓ The Freshfield Group Leaders meeting approach set up – opportunity to share and develop best practice.</li> <li>- Agenda: <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Health</li> <li>• SEND</li> <li>• Children to be aware of/Wellbeing/Attendance</li> </ul> </li> </ul>	<p>March 2019</p> <p>Focus from May 2023 and Autumn term 2023 the priority had to be provision and curriculum on offer in 3-4 nursery to ensure the quality of education was good. In comparison the 2-3 provision was good and staffing was stable. Adaptation to a change in leadership approach by Acting Co-Headteacher who was more 'hands on' &amp; encouraged distributive leadership.</p> <p>September 2023</p> <p>Spring/Summer 2024 - Focus to ensure greater continuity in approach between staff and how we now do things at Freshfield.</p> <p>Consistent corporate messages can be challenging to share in person given the range of staff shift patterns and working days.</p> <p>Headteacher to read weekly minutes of meetings.</p>	<p>Leaders and governors have a precise understanding of the provision for two-year-olds for any future developments.</p> <p>Co-Headteachers have a greater understanding of the curriculum for 2-3's</p> <p>Staff start to use the professional language linked to 'the Freshfield way' &amp; everybody has a mutual understanding and respect for the 'vision' for early years excellence for the children, staff and parents/carers of Freshfield.</p> <p>Re establish - Group Leaders meetings Given change in SLT ensure staff feel they are more able to share information/successes and challenges with members of SLT.</p> <p>Weekly staff bulletin has led to improved communication demonstrating SLT openness, sharing best practice and good news and identifying areas for action and sharing agreed policies etc.</p> <p>School system established for group leaders meetings and minutes reflect this.</p>	£250 overtime 2s staff

	<ul style="list-style-type: none"> <li>• <i>Working/not working/quick fix</i></li> <li>• <i>Assessment for Learning/Planning</i></li> <li>• <i>Development point</i></li> <li>• <i>Coming up</i></li> </ul> <p>✓ <b>APDR cycle implemented to ensure early identification.</b></p> <ul style="list-style-type: none"> <li>- Working alongside key staff APDR cycle to include cause for concern, observation, child centred planning meeting, provision planning and review.</li> </ul>	March 2024 - Monitoring and Assessment Policy written and reviewed to map out current practice. Policy adopted by Governing Body. Headteacher/Early Years Leader to monitor.	<p>Evidence of APDR cycle that reflects early identification</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Cause for concern</li> <li>• Notes from Child Centred Planning Meeting</li> <li>• Minutes reflecting provision planning &amp; review</li> <li>• Evidence linked to provision and individual children.</li> </ul>	
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### Next steps for the school from last Ofsted inspection – March 2019

Priority Aspect	Priority identified by	Monitoring	Ofsted link	Cost
<p>Leaders and those responsible for governance should ensure that information included in children's two-year-old progress checks is equally as comprehensive as other nursery record for these children.</p> <p><i>(Completed 2019)</i></p>	OFSTED Inspection March 2019	<p>Chair of T&amp;L Committee/Headteacher meetings</p> <p>Reports to T&amp;L Committee/Full Governing Body</p> <p>Minutes linked to ...Presentation to Governors of overview of improvements and provision by Leader of the 2-3's.</p>	<p>Quality of Education</p> <p>Quality of Early Years Provision</p>	<p>Governor training with LA advisor as part of buyback.</p> <p>Documents prepared for governors on 2s assessments</p> <p>T&amp;L Committee - NIL</p>
Area of focus	Actions	Possible challenges/timescale/funding	Desirable Outcomes	

<p>Review process of carrying out two year old checks.</p>	<ul style="list-style-type: none"> <li>✓ <b>Headteacher to meet with Leader of the 2's to discuss the Ofsted action point.</b></li> <li>✓ <b>Headteacher to review the recording process for 2 year old checks in comparison to 3-4's with staff. Headteacher to understand the 2-3's nursery curriculum so there is a shared understanding of 'best practice'.</b></li> <li>✓ <b>Amend the two year old check record so that it shows 'next steps' for each child.</b></li> </ul>	<p>March/April 2019</p>	<p>Review taken place and amendments are made accordingly.</p> <p>Headteacher report to Governing Body to reflect that this Ofsted area for improvement is actioned.</p> <p>Two year old check includes recording of the child's 'next development steps'.</p>	<p>-</p>
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