



School Improvement Plan

Academic Year Sep 2021 – Jul 2022

SCHOOL CONTEXT					
Number of pupils on roll	Sep: 92	Number of pupils eligible for pupil premium	Sep: 25	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	Sep: 7
	Jan:		Jan:		Jan:
	Apr:		Apr:		Apr:
Percentage of N2 pupils on track to meet expected standard/attainment targets	Baseline:	Percentage of pupils with English as an additional language (EAL)	Sep: 27%	Most recent Ofsted grade (Short inspection)	Good Dec 2017
	Spring:		Jan:		
	Summer:		Apr:		
Key Ofsted actions from last report	<ul style="list-style-type: none"> • More consistently make sure the next steps they plan for children take full account of children's different abilities • Use questions more effectively to extend children's language development and thinking skills 				
Key staffing/budget areas of issue	<ul style="list-style-type: none"> • Staff restructure = shortened staff hours • Training days included in contract, but after school training/meetings not allocated • Budget deficit predicted – money tight for training/resources etc • Lunch club staffing – lunch club is full and we are turning children away 				

OBJECTIVES FOR 2021-2022	
Objective 1 Quality of Education	To embed the new EYFS and bespoke Ronald Tree curriculum vision into our practice
Objective 2 Quality of Education	To develop an effective, observational assessment model to track individuals and groups, identify need and support <i>all</i> pupils to ensure learners make good progress in line with the requirements of the new EYFS
Objective 3 Behaviour and Attitudes	To support pupils to attend regularly, show resilience and make good progress by working closely with families to ensure a shared vision of our pedagogy and curriculum.
Objective 4 Personal Development	To promote equality of opportunity for all and present diversity effectively, celebrating the things we share in common and respecting difference in the world and it's people
Objective 5 Leadership and management	To ensure that Ronald Tree staff receive focused and effective professional development to build pedagogical knowledge which takes into account their workload and well-being and translates into improvements in the teaching of the curriculum
Objective 6 Leadership and management	To increase the number of children who receive universal entitlement (15 hrs funding) to pre-covid levels

On track to achieve

Working Towards

Not on track

OBJECTIVE 1: Quality of Education		To embed the new EYFS and bespoke Ronald Tree curriculum vision into our practice			
ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/ RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA/ IMPACT
Share with staff, governors and parents the completed curriculum vision built with the team in July 2021 by creating a document detailing the vision and sharing on paper and on the school website	Sept 2021	Deb – share with staff on training day & Govs at FGB Claire – share on school website	none	SMT (HT appraisal led by Laura Clarke)	All stakeholders will be able to easily access information on our curriculum. As a result, staff will be able to talk about the 3 Is in relation to Ronald Tree and parents can make informed choices about our provision
Audit environment/ staff interactions and timetables to ensure understanding of curriculum across the setting	Ongoing throughout the year – adapted dependent on findings	Jackie and Key workers	May need to resource areas dependent on audit	On schedule x1 a term Deb (HT appraisal led by Laura Clarke & Govs)	Enabling environment accessible to all which will show in continued progress and development of pupils Staff able to reflect on interactions and therefore adapt language for individual needs Flexible timetables which adapt to suit the changing needs of the cohort and fit the requirements of those with extended hours

<p>Appraisal objectives for all teaching staff to include knowledge and procedures of new curriculum/observation/assessment requirements</p> <p>This will include the use of focus children and 'in the moment' approaches to ensure next steps are identified and acted upon and the use of effective interactions to move learning forward</p>	<p>Initial appraisals for all staff: Oct 21</p> <p>Mid-year meetings March 22</p>	<p>Deb, Claire, Chris & Jackie to lead appraisals</p>	<p>Cover needed for staff to attend appraisal meetings</p>	<p>Appraisal information shared with Governors</p>	<p>Staff are able to talk about their practice and how it fits into the Ronald Tree curriculum. They plan in the moment with the children and use positive, meaningful interactions to move learning forward.</p>
<ul style="list-style-type: none"> • Monitor focus child observations & Tapestry by all key workers and support staff where needed • Track summative data for N2 x3 a year to build data snapshots of attainment and progress 	<p>x 3 a year: Autumn, Spring, Summer</p>	<p>Each term, Deb and Jackie will work together to evaluate</p>	<p>Tapestry annual fee</p>	<p>Shared in HT report to Govs x 3 a year</p>	<p>Scrutiny of the content and parental involvement of focus child observations and Tapestry summative assessments will enable the team to track the progress of both individuals and groups and target support effectively</p>
<p>External advisor (SIP, Faye Bruce) to visit and advise on teaching and learning</p>	<p>Initial visit Sep 2021</p> <p>Further dates to be agreed</p>			<p>Shared in HT report to Govs X3 a year</p>	<p>Advice and constructive support will be used to inform teaching and learning. Consequently, provision and progress will show improvement</p>

OBJECTIVE 2 Quality of Education **To develop an effective, observational assessment model to track individuals and groups, identify need and support all pupils to ensure *all* learners make good progress in line with the requirements of the new EYFS**

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/ RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA/ IMPACT
<ul style="list-style-type: none"> Update staff on the changes to the EYFS and the new requirements on assessment tracking. Include info on the changes to development matters and birth to five Introduce staff to the new 'flags' and concerns' sections on Tapestry and support them to use these effectively 	September Training Day and further planning meetings throughout Sept Oct Training day	Deb to lead Training Day Jackie to work with staff in planning/informal meetings	Oct training day – speakers and venue costed at approx. £1000	Training information shared in HT report to Govs x3 a year Tapestry moderated by the team in staff meetings x 3 a year	Completion of training and continued support will result in staff using the assessment model confidently. As a result, the data will show effective use of the flags and concerns which will track pupil progress and attainment accurately
<ul style="list-style-type: none"> Use the new Tapestry records to identify those pupils who show 'concerns' and to put the required support in place Evaluate data snapshots x3 a year, share findings with staff and adapt provision where needed 	Ongoing throughout the year Oct, Feb & June	Key workers to input information Deb & Jackie to evaluate	Tapestry annual fee	SMT to review data after each data input Progress and attainment data and information shared with Governors x3 a year	Tapestry data records will provide an accurate record of pupil progress and attainment. Consequently, purposeful provision can be put in place and individual support can be given by the team
Create, monitor and review provision maps for our vulnerable pupils (SEND/EYPP/Social care)	X 3 a year Oct, Feb + April	Jackie to work with key workers and complete SEND map	Possible funding issues for those that need additional support – we may need more staff to meet their needs	Deb to monitor SEND provision maps as shared on monitoring schedule x 3 a year Updates on SEND & EYPP shared with Governors and on school website	Provision maps record the needs, interventions and support given to those pupils who require additional support. These will be used as a tool to identify further support needed and track that the support is being provided

<ul style="list-style-type: none"> Use the assessment process as a working document. Evaluate the process and impact and adapt as needed to build a meaningful, manageable form of assessment Work in collaboration with LA and other Nursery heads to review and improve upon our assessment procedures 	Ongoing throughout the year	Deb to lead in collaboration with the staff team, LA and other heads	Possible cover for different settings to work together	Assessment models shared with School Improvement partner (Faye Bruce) + HT appraisal process to track progress and attainment	Clear instruction given to the team and evaluations shared at staff meetings will result in an accurate and meaningful picture of attainment and progress for individuals and groups
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OBJECTIVE 3 Behaviour and Attitudes To support pupils to attend regularly, show resilience and make good progress by working closely with families to ensure a shared vision of our pedagogy and curriculum.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/ RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA/ IMPACT
<ul style="list-style-type: none"> Monitor attendance daily and support those families who have poor attendance with regular phone calls/home visits and face to face conversations where possible Attendance prizes for pupils 	Ongoing	Claire & Mandy	Funding may be stopped for non-attenders Cover for staff who may need to home visit	Any concerns to be raised with Deb when applicable. Attendance data shared with Governors x3 a year	Parents will be aware of our attendance expectations. They will inform us of any absence and act on advice from the school office. The majority of pupils will attend regularly and those who have persistent absence will be supported to return to nursery
Produce x 6 newsletters a year to share with parents current information and offer suggestions for ways to extend their child's learning at home	Ongoing – one newsletter each of the 6 school terms	Mandy	Paper copies to all families	Deb and Claire to update the letter and ensure it is sent each term	Parents will be kept informed of school expectations and requirements and therefore be able to participate and engage effectively

<ul style="list-style-type: none"> To invite parents to contribute to their child's Tapestry learning journals, track involvement and encourage those who are not engaging to do so To provide a 'weekend challenge' each weekend on Tapestry and Facebook and ask parents to share their results 	Ongoing	Jackie	Tapestry annual fee	Jackie to report findings to Deb at the end of each term	Regular tracking of parental engagement on Tapestry will enable staff to speak with those parents who are not engaging. They can offer further ideas and support to promote a deeper understanding of the nursery curriculum and suggest appropriate home tasks to develop progress
To regularly review the current COVID-19 guidance and statistics to assess if families can be invited into school for child led or information events	Ongoing	SMT	none	Parental engagement and Covid RA shared with Governors at FGB x3 a year	The aim to invite parents in for celebratory visits or to share information will ensure that as soon as it is judged safe to do so, events can be included into the calendar

OBJECTIVE 4 Personal Development To promote equality of opportunity for all and present diversity effectively, celebrating the things we share in common and respecting difference in the world and it's people

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET /RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA/ IMPACT
<ul style="list-style-type: none"> To audit the books and images we have at school and ensure they represent diverse families and characters To identify stories and resources we can share in continuous provision and at specific times to promote positive diversity using websites such as: https://www.pacey.org.uk/working-in-childcare/spotlight-on/promoting-positive-diversity/ 	Complete the audit before Dec to raise a wish list in January	Deb	Cost of replacing/stocking books and resources. Once the audit is completed – a budget request will be raised with the office	Claire to monitor the cost and set a budget for resources Key workers to agree provision of resources	Our imagery, resources and books will present a wide range of cultures, families and communities. All of the protected characteristics: <i>age. disability. gender reassignment. marriage and civil partnership. pregnancy and maternity. race. religion or belief. sex</i> will have fair representation within our setting
To ensure all staff have a good understanding of ways to promote diversity in school and take a zero tolerance approach to any language or actions from colleagues, children or their families	Staff workshop and participation in audit during a staff meeting in the Autumn Term	Whole school staff	none	Advice & support from school improvement partner SMT to monitor use and display of resources	Staff use a variety of resources and representations when working with children and families. Families are respectful towards each other and staff are confident to identify any unacceptable behavior and challenge or report it as necessary
To work with families from all cultures to share events within school	Ongoing throughout the year	Office staff and keyworkers	none	Deb to track cultural events and parental involvement across the academic year. Include in reports to Governors	All cultural celebrations of those pupils attending Ronald Tree are shared within the Nursery. Parents engage with events by cooking, dressing up, sharing on Tapestry etc

OBJECTIVE 5 Leadership and management To ensure that Ronald Tree staff receive focused and effective professional development to build pedagogical knowledge which takes into account their workload and well-being and translates into improvements in the teaching of the curriculum

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/ RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA/ IMPACT
To identify training needs based on previous Ofsted, current EYFS requirements, observations and staff requests	Initial training day plans for the Autumn term – staff meetings to be reviewed throughout the year	Deb	Cost of external trainers & venues	SMT to review training in meetings x1 a term Staff training reported to Gobs x 3 a year	New initiatives, staff feedback and guidance from the LA/Ofsted will result in training being mapped out over each term to ensure a bespoke plan which is responsive to the needs of the team.
To plan and deliver quality training using both internal and external providers	Initial training day plans for the Autumn term – staff meetings to be reviewed throughout the year	Deb	Cost of external trainers & venues	Staff training reported to Gobs x 3 a year	Staff are able to talk about their practice and how it fits into the Ronald Tree curriculum. They plan in the moment with the children and use positive, meaningful interactions to move learning forward.
To measure impact of training through staff feedback, further observations and pupil achievement data	Each term as part of the monitoring schedule	SMT	none	Staff training reported to Gobs x 3 a year	Training will be delivered termly in response to feedback and practice. As a result, observations, scrutinies and learning walks will show improved provision and staff confidence

<p>To monitor levels of staff well-being and engagement through the appraisal process, questionnaires and individual consultations</p> <p>To offer staff a day off in lieu of the extra hours they attend staff meeting above their paid hours</p>	<p>Check each of the 6 terms through any one of: appraisal meetings, questionnaires (Jan & June) opportunity for 1:1 meetings</p>	<p>SMT</p>	<p>none</p>	<p>Staff well-being included in HT report to Govs</p>	<p>The well-being and workload of staff will be tracked and discussed. Consequently, staff will be aware that their wellbeing is a priority and engage with SMT to work cooperatively to meet their needs</p>
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OBJECTIVE 6 Leadership and Management To increase the number of children who receive universal entitlement (15 hrs funding) to pre-covid levels

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/ RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA/ IMPACT
<ul style="list-style-type: none"> To track numbers of pupils and compare to the numbers from 2019-2020 figures. 	<p>The start of each of the 6 terms</p>	<p>Claire</p>		<p>Claire to report to Deb at the start of each term</p>	<p>We will have a clear comparison of current numbers and those pre-pandemic. We will, therefore be able to set targets for desired pupil figures</p>
<ul style="list-style-type: none"> To increase knowledge of the setting by sharing leaflets in the local area, contacting the local press, increasing our visual presence and looking into our use of social media 	<p>Leaflets Autumn 2 Local Press Christmas concert and Spring event</p>	<p>SMT</p>	<p>Cost of leaflets Banners/new signs for the school</p>	<p>Governors to request information at finance meetings</p>	<p>We will raise the profile of the school locally and increase the number of families choosing us for their child's setting</p>