



# MISSION STATEMENT

## *Where Every Child is a Unique Child*

- Our mission is to provide a safe, caring and learning environment where our children, families and staff feel they belong.
- Children and their families are at the centre of everything we do; we welcome, respect, and include everyone.
- We involve the children and their families in their individual learning, and we celebrate and build on family strengths.
- We believe children have endless ways to express themselves; we are dedicated to give them all of the opportunities and the support that they need to reach their full potential.



### ***Our vision:***

*We think big and proactively and are ambitious: we challenge the idea that schools can only focus on learning in some narrow way. Schools are about welfare, social care and health, with a range of professionals working together. This is even truer for nursery schools. We have a vision of working cross-sector to build a whole community approach to Early Years to secure those relevant services are provided in an integrated manner and bring significant benefits to our children and their families. We are willing “to act as a hub for our local community and lead the drive for increased quality in our local area” (Department for Education, An early years national funding formula, August 2016, p 37, paras 147 and 148).*

We want to ensure that children experience ‘awe and wonder’ each day through meaningful and enriching learning experiences.

### ***Context***

Hillview Nursery School is the only maintained nursery school in Harrow. We have a very strong history of providing early education, care and support to children and their families in an inclusive environment. We have close partnerships with the co-located Hillview Children’s Centre Hub (known as Early Support), LA special needs schools and other professional agencies. As part of Harrow’s SEND strategy to increase the number of SEND places in the Early Years we have an additionally resourced nursery provision for 12 children with complex needs.

Currently we have 72 children in attendance. 2 children are accessing 30 hours, and 12 have SEND. 6 of the SEND children have an Education Health Care Plan (EHCP), 2 in draft and 3 SEN children who have recently started in the nursery are beginning an SEN support plan. We have 8 two-year-olds, 1 child is subject to a Child in Need plan due to health needs. (September 2023)

### ***Children’s starting points.***

Children start at Hillview with varying levels of development, 63% are significantly below the levels suggested by the age bands in *Development Matters in the Early Years Foundation Stage*. In addition, we know from home visits that many children live in exceptionally overcrowded and sub-standard housing. Home visits show that some children have poor health, are under or overweight, and have limited experiences of outdoor play and early learning. Many (85%) of our children have English as an additional language. Our core values include building on family strengths and believing that every child can become a more powerful learner with the right support.

Our school improvement plan (SIP) is effectively a plan of action to develop areas identified in the school's self-evaluation. When conducting our self-evaluation, we assess processes against the key Ofsted judgements. This is designed to help us consider ways in which proactive leadership can have a positive impact on developing our school and improving outcomes for pupils.

Any planning for learning will need to create opportunities for pupils to build their self-confidence and readiness to learn whilst at the same time allowing some of the children to cover any lost ground and build on their learning.

**Hillview Nursery School is committed to providing a broad and balanced curriculum. We believe that all children should feel safe, happy, valued, celebrated, challenged and have fun whilst learning.**

In bringing this SIP together we looked at the following:

- Statutory framework for the early years foundation stage (September 2023)
- Early Years Ofsted Reports
- Financial information
- Results of staff, parent and pupil surveys
- Governors' Reports
- Reports from External adviser
- Local Authority Reports
- Previous SIPs/SEF and their outcomes

SCHOOL IMPROVEMENT PRIORITIES 2023-2024

	The Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management
<b>Priority</b>	Teachers and Early years educators deliver a high-quality curriculum, promoting appropriate and in depth discussion to reinforce learning and widen their vocabulary. Staff check the children’s understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary. Staff have high quality interactions with the children.	Relationships among children and staff reflect a positive and respectful culture; children and staff are safe, and they feel safe.	The school practise effective wellbeing strategies Children know how to eat healthily, maintain an active lifestyle, and keep physically and mentally healthy. They have an age-appropriate understanding of a healthy lifestyle	Leaders focus on developing staff’s understanding of teaching pedagogies in order to enhance the teaching of the curriculum.  The practice and curriculum knowledge of staff will build and improve over time. This includes the effective teaching of maths and communication and literacy.
<b>Intent</b>	Staff have in depth knowledge of the children, their needs (culture capital), interests and how they learn. The environment enables curiosity awe and order.  Staff and children have high quality interactions throughout their day.	Children and staff respect others and the environment.  Children and staff feel safe and feel that they belong, they are nurtured to be the best version of themselves.  The environment is positive	The children, families and staff experience support, guidance and advice to understand healthy living both physical and mentally.  Children and families have a healthy lifestyle.  All children are registered with a dentist.	All staff fully understand the nursery curriculum and have the skills to teach a broad and enriched curriculum.
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Home visits for January starters</li> <li>• 30 – 50 checks for Jan starters</li> <li>• Baseline assessments</li> <li>• Key group time is planned – book. Songs, discussions about what the children have learnt, what they would like to learn about</li> <li>• Ability groups for focus time</li> </ul>	<ul style="list-style-type: none"> <li>• Review the behaviour policy regularly and incorporate adjustments for SEND children.</li> <li>• Children have a strong bond with the keyperson.</li> <li>• Staff and children have a role in ensuring others are valued through an understanding of the protected characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing champion to have a clear understanding of her role and be innovative in her approach.</li> <li>• Create a JD for wellbeing champion.</li> <li>• Create a wellbeing policy.</li> <li>• Continue to look at ways to maintain a motivated staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff training sessions fortnightly to support delivery of the curriculum and upskill and refresh knowledge.</li> <li>• Peer on peer observations</li> <li>• Embed daily reflection.</li> <li>• Embed daily learning walk.</li> <li>• Provide high quality CPD for staff including deep dive,</li> </ul>

	<ul style="list-style-type: none"> <li>• High quality interactions</li> <li>• Opportunities for learning are not missed.</li> <li>• Routine is consistent and structured.</li> <li>• The routine is fun and engaging with the use of songs, rhymes, number, colours and phonics shared throughout each session.</li> <li>• Planning is reflected in the rooms.</li> <li>• Childrens interests and abilities are reflected in the rooms.</li> <li>• Learning intention cards to be used consistently.</li> <li>• Embed learning walk each morning.</li> <li>• All children with SEND will achieve exceptionally well from their individual starting points.</li> <li>• The floor book will be completed each Friday as a group to celebrate achievements.</li> <li>• Staff will use language to extend learning.</li> <li>• Staffs have a clear objective.</li> <li>• Staff talk to the children about the world around them.</li> <li>• Staff will deepen the children’s knowledge through open ended questioning and planned and spontaneous interactions.</li> <li>• Learning intentions are followed and extended over a 2 week period</li> </ul>	<ul style="list-style-type: none"> <li>• The golden rules of the setting are embedded, and staff, children and parents know them and work towards them.</li> <li>• Children are taught how to look after the resources.</li> <li>• The environment enables children to access resources and tidy away independently.</li> <li>• ‘Feel Good Friday’ staff bring in a lunch treat on a Friday.</li> <li>• To ensure all children are making links between the fundamental British Values and our nursery values.</li> <li>• Work is celebrated through displays and floor books.</li> <li>• Wow cards to be done each Friday.</li> <li>• Focus children of the week – special incentives</li> <li>• Childrens individuality is celebrated by supporting learning, celebrating achievements and building self-confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed the ‘calm box’ more consistently so that all children benefit from it.</li> <li>• Develop wellbeing areas to support the children during their day.</li> <li>• To complete the Healthy Early Years award – Gold</li> <li>• Provide healthy lifestyle workshops for parents which is well attended.</li> <li>• Healthy Schools liaison to have a clear understanding of her role.</li> <li>• To support parents with health professionals e.g. dentist</li> </ul>	<p>coaching, modelling and mentoring to further support the quality of teaching across the nursery.</p> <ul style="list-style-type: none"> <li>• Staff have knowledge and confidence to teach maths, communication, and literacy in an innovative and creative way.</li> <li>• Staff have a deep knowledge of child development and provide appropriate challenge and support for the children.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Focused observations for focus activities are completed and used for assessment.</li> <li>• Misconceptions are identified and addressed / planned for / repeated.</li> <li>• Ability groups are identified, and activities are differentiated.</li> <li>• Learning is embedded and revisited.</li> <li>• Staff will use language to extend learning.</li> <li>• Children learn from the practitioners through conversation, storytelling and role play.</li> <li>• The environment is language rich and reflects the community.</li> <li>• Practitioners will build children’s language effectively.</li> <li>• ALL children access a high quality ‘curriculum enrichment offer’ to further develop their cultural capital.</li> </ul>			
<b>Impact</b>	<ul style="list-style-type: none"> <li>• Relationships between children and staff are strong.</li> <li>• Childrens individual needs are met.</li> <li>• Children will thrive in the positive atmosphere that we have created.</li> <li>• The environment encourages curiosity, awe and wonder</li> </ul>	<ul style="list-style-type: none"> <li>• Children are secure and relationships with key workers are very strong.</li> <li>• Children’s voices are heard, and they are confident to speak to peers and staff on a 1:1 basis and in small / large group situations.</li> <li>• Children continue to be happy and content at Hillview Nursery</li> </ul>	<ul style="list-style-type: none"> <li>• The school policy supports the team in providing a culture that prioritises the well-being of the children, staff and families.</li> <li>• Staff are appreciated and well supported.</li> <li>• The work environment is positive.</li> <li>• The culture and practices in the setting reflects the policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are confident in their teaching of maths, communication and language and literacy.</li> <li>• Children experience a range of opportunities to learn and are supported and challenged appropriately.</li> <li>• Children meet their targets and beyond.</li> <li>• The curriculum is broad and enriching.</li> </ul>

		<ul style="list-style-type: none"><li>• Children respect each other and the environment.</li><li>• Childrens will be proud of who they are and what they achieve.</li></ul>	<ul style="list-style-type: none"><li>• Children and families are educated and supported to live a healthy lifestyle.</li></ul>	<ul style="list-style-type: none"><li>• Staff are empowered, skilled and knowledgeable in delivering high quality interactions.</li></ul>
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