



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 believe schools are here to provide a rounded experience for all children.

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.

Hillview Nursery School is located in a highly populated area with high unemployment rates with a rise in people claiming unemployment benefits since last year. (National Statistics) The Broxbourne Ward of Harrow has an average rate of 16.7% and 15.8% proportion of residents experiencing income deprivation (Harrow Council). Many of our families require financial support from the local authority regarding housing and benefits.

From our home visits we know that many of our children live in exceptionally overcrowded and sub-standard housing. Home visits tell us that some children have poor health, are under or overweight, and have limited experiences of outdoor play and early learning. 18 of our children access the Early Years Pupil Premium (EYPP). Our core values include building on family strengths and believing that every child can become a more powerful learner with the right support. We regularly refer families to local food banks or collect donations for our own food bank specifically for our parents. We make referrals to Early Help to support families experiencing the effects of poverty and offer continued support where possible.

We have 2 Co- Headteachers and a Deputy Manager who leads a team of 14 Nursery Educators and 2 Class teachers.

Currently we have 83 children in attendance. 18 children are accessing 30 hours. 9 of the SEND children have an Education Health Care Plan (EHCP), 8 children have a support plan. We have 27 children who receive EYPP funding. 10 of our children are two-year-olds, 4 children are subject to a Child in Need plan (May 2025)

Children's starting points.

Children start at Hillview with varying levels of development approximately 40% are significantly below in all areas of learning (baseline assessment Autumn 1) the levels suggested by the age bands according to Birth to Five and *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 (90.28%) of our children have English as an additional language, however we have assessed that this significantly impacts 30 % of children's learning and development.

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 (November 2024)

- 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
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As a team we review this document every half term. When we feel we have achieved our target we mark with a smiley face 😊

SCHOOL IMPROVEMENT PRIORITIES 2024-2025

	The Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management
Priority	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	<p>Leaders and governors ensure that the culture of safeguarding and keeping children safe is of the upmost importance at Hillview.</p> <p>Leaders focus on developing staff's understanding of teaching pedagogies to enhance the teaching of the curriculum.</p> <p>Staff display high quality interactions and teaching is effective.</p> <p>Develop the senior leadership team to work towards the school priorities, ethos and values.</p>

Intent	<p>Staff have in depth knowledge of the children, their needs (culture capital), interests and how they learn. The environment enables curiosity awe and wonder.</p> <p>Staff and children have high quality interactions throughout their day.</p> <p>Staff will have high aspirations and children will make good progress.</p> <p>Parents will be involved in the children's learning journey and will be supported to reinforce learning at home and in developing the children's play, social skills, and communication.</p> <p>Small adult led group times are purposeful and enjoyable for all.</p>	<p>Children and staff respect others and the environment.</p> <p>Children and staff feel safe and feel that they belong, they are nurtured to be the best version of themselves.</p> <p>The environment is positive.</p> <p>Staff share consistent messages regarding boundaries and rules of the setting.</p> <p>Children behave well and their needs are identified early and supported accordingly.</p>	<p>The children, families and staff experience support, guidance, and advice to understand healthy living both physically and mentally.</p> <p>Children and families have a healthy lifestyle.</p> <p>All children are registered with a dentist.</p>	<p>All staff fully understand the nursery curriculum and have the skills to teach a broad and enriched curriculum.</p> <p>SLT to work collaboratively.</p> <p>SLT share a vision.</p> <p>Shared approach to managing staff and parents</p>
Implementation	<ul style="list-style-type: none"> • Key group time is embedded into the routine and planned – book. Songs, discussions about what the children have learn and what they would like to learn about. 😊 • High quality interactions 😊 • Opportunities for learning are not missed. • Routine is embedded consistently and well structured. 😊 • To support the EAL children we incorporate songs and rhymes to 	<ul style="list-style-type: none"> • Review the behaviour policy regularly and incorporate adjustments for SEND children. 😊 • The golden rules of the setting are embedded, and staff, children and parents know them and work towards them. • Children are taught how to look after the resources and the environment. 😊 	<ul style="list-style-type: none"> • Wellbeing champion to have a clear understanding of their role and be innovative in her approach. • Create a JD for wellbeing champion. • Continue to look at ways to maintain a motivated staff. 😊 • Embed the 'calm box' more consistently so that all children benefit from it. 😊 	<ul style="list-style-type: none"> • Staff training sessions to support delivery of the curriculum and upskill and refresh knowledge. 😊 • Peer on peer observations 😊 • Provide high quality CPD for staff including deep dive, coaching, modelling, and mentoring to further support the quality of teaching across the nursery. • Staff have knowledge and confidence to teach maths,

	<p>prompt transitions – ie tidy up song etc 😊</p> <p>Puppets and props and used during story time and song time to support the story. 😊</p> <p>Practitioners are aware of the EAL children and use home /key words to support communication. 😊</p> <p>The diverse staff team can communicate with some children in many languages. 😊</p> <p>Staff understand that they must use minimal dialogue when communicating with children with limited English. 😊</p> <ul style="list-style-type: none"> • The environment reflects the languages and cultures of the children at Hillview. • Long term and short-term plans are in place to enable the staff to plan an effective curriculum 😊 • Planning is reflected in the rooms and is extended according to the children’s needs and interests. 😊 • Learning intentions are used to support teaching and the impact of learning is reflected in the children’s observations. • Embed learning walks twice a week to reflect on the day and implement changes accordingly. • All children with SEND will achieve exceptionally well from 	<ul style="list-style-type: none"> • Children are taught to look after the world around them ie recycling and planting. 😊 • The environment enables children to access resources and tidy away independently. 😊 • ‘Motivating monday’ staff bring in a treat on a Monday for their team lead by wellbeing champion. 😊 • To ensure all children are making links between the fundamental British Values and our nursery values. • Wow cards to be done each Friday am and pm. • Childrens individuality is celebrated by supporting learning, celebrating achievements, and building self-confidence. • Children recycle regularly lead by Abbie. 	<ul style="list-style-type: none"> • Develop wellbeing areas to support the children during their day. • To complete the Healthy Early Years award – Gold • Provide healthy lifestyle workshops for parents which is well attended. • To support parents with health professionals e.g. dentist • Continue to follow the oral health initiative – Whittington programme. 😊 • Organise an oral health workshop delivered The Whittington programme. 	<p>communication, and literacy in an innovative and creative way. 😊</p> <ul style="list-style-type: none"> • Staff have a deep knowledge of child development and provide appropriate challenge and support for the children. • Friday SLT meeting with take always and actions. • Termly planning meetings 😊
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	<p>their individual starting points. 😊</p> <ul style="list-style-type: none"> • Staff will consistently use language to extend learning. 😊 • Staffs have a clear objective. • Staff talk to the children about the world around them. • Staff will deepen the children's knowledge through open ended questioning and planned and spontaneous interactions. 😊 • Focused observations for focus activities are completed and used for assessment. 😊 • Misconceptions are identified and addressed / planned for / repeated. 😊 • Ability groups are identified, and activities are differentiated. 😊 • Interventions are in place to meet the needs of the children. These are reviewed and adapted as needed 😊 • The impact of the interventions are evaluated. 😊 • Learning is embedded and revisited. 😊 • The environment is language rich and reflects the community. • Practitioners will build children's language effectively. 😊 • ALL children access a high quality 'curriculum enriched offer' to further develop their cultural capital. 😊 			
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	<ul style="list-style-type: none"> • The invisible child is identified, and a plan is devised to ensure ALL children can access a 'curriculum enriched offer' 😊 • Home learning is shared with parents ½ termly 😊 • Planned workshops are carried out weekly for targeted families 😊 • Stay and play sessions are planned with a planned focus ie EYFS, maths and literacy. 😊 • DT will lead on experience workshops ½ termly with a specific planned focus. 😊 • Progress meetings with parents are held every term. Parents of children with SEND will meet every ½ term. 😊 			
Impact-	<ul style="list-style-type: none"> • Relationships between children and staff are strong. Children are settled and happy and are observed to be confident and engaged in the environment. 😊 • Children will make good progress. • Children are independent learners. • Children's language will develop organically. 😊 • The environment encourages curiosity, awe and wonder. 😊 • The environment reflects the children's interests and 	<ul style="list-style-type: none"> • Children are secure and relationships with key workers are very strong. This is observed continuously. 😊 • 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. 😊 • Children continue to be happy and content at Hillview Nursery 😊 • Children respect each other and the environment. 	<ul style="list-style-type: none"> • The school policy supports the team in providing a culture that prioritises the well-being of the children, staff and families. • Staff are appreciated and well supported. 😊 • The work environment is positive with a friendly, warm and welcoming atmosphere. 😊 • The culture and practices in the setting reflects the policy. 	<ul style="list-style-type: none"> • Staff are confident in their teaching of maths, communication and language and literacy. • Children experience a range of opportunities to learn and are supported and challenged appropriately. • Children meet their targets and beyond. • Staff are empowered, skilled and knowledgeable in delivering high quality interactions. • SLT collaborate effectively.

	encourages engagement, problem solving and critical thinking.	<ul style="list-style-type: none"> • Childrens will be proud of who they are and what they achieve. • The invisible child is supported to access the curriculum fully and is checked upon regularly. 😊 • Children show care to the environment in and outside of the nursery and understand the reasons why we do this. 	<ul style="list-style-type: none"> • Children and families are educated and supported to live a healthy lifestyle. 	<ul style="list-style-type: none"> • The setting is smoothly managed. 😊 • Plans are followed through and embedded consistently
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