



MISSION STATEMENT

- 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.



*Where Every Child is a
Unique Child*

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 leading 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 and has a very strong history of providing early education, care and support to children and their families in a most inclusive environment through the close partnership of the co-located Hillview Children’s Centre Hub (known as Early Support), 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 for children with complex needs.

Currently we have 62 children in attendance. 4 children are accessing 30 hours, and 12 have SEND. 4 of the SEND children have an Education Health Care Plan (EHCPs), 1 EHCP has been submitted to the local authority for consideration and 6 SEN children who have recently started in the nursery are beginning an SEN support plan. We have 8 two-year-olds, 5 children are subject to a child in Need plan (Nov 2022)

Children’s starting points

Children start at Hillview with varying levels of development, some of which 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 tell us 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.

The covid-19 pandemic has interrupted education for the majority of children; we must not allow this year to become a turning-point where all of the progress we have made in recent years will be undone. Therefore, when considering our actions for this year this school improvement plan will be different from the years before. It is also a ‘school recovery plan’ but will reflect our vision and values for all children at Hillview that we have always held.

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 at the school.

In bringing this SIP together we looked at the following data:

- Ofsted Reports
- Attainment and attendance data from before school closure
- Financial data
- Results of staff, parent and pupil surveys
- Governors Reports
- Local Authority Reports
- Previous SIPs/SEF and their outcomes

Strategic Priority 1	Strategic Priority 2	Strategic Priority 3	Strategic Priority 4
<p>QUALITY OF EDUCATION High quality curriculum will ensure children are motivated, engaged and challenged to become powerful learners and progress in their learning taking into account their interests and dispositions. Planning will take into account children's loss of learning during covid-19 and lockdown</p>	<p>BEHAVIOUR AND ATTITUDES Leaders and staff will create a safe, calm, respectful and positive environment which will impact on children's behaviour and attitude. Staff will be aware of both children and parents' anxiety around covid-19</p>	<p>PERSONAL DEVELOPMENT Every child will be safe, nurtured and be able to build their self-confidence and independence. Embed a culture of self-assured learning and a whole school approach to mental health and well-being to ensure a strong positive impact on our children and staff.</p>	<p>LEADERSHIP AND MANAGEMENT All stakeholders will share and support the Nursery's development ensuring that the finances and future of the Nursery is secure within Harrow Early Years. Leaders will ensure risk assessments and procedures are reviewed adhering to government guidelines regarding covid-19</p>



QUALITY OF EDUCATION

Priority 1: will ensure children are motivated, engaged and challenged to become powerful learners and progress in their learning taking into account their interests and dispositions. Planning will take into account children's loss of learning during covid-19 and lockdown

INTENT	Who will lead?	Complete
<p>To further improve the offer of a developmental curriculum:</p> <ol style="list-style-type: none"> 1. To embed the reviewed planning regime to ensure implementation identifies and builds upon age-appropriate skills, children's interests, knowledge and understanding. 2. To produce a summary for parents to allow them to support learning at home. 3. To support the staff in planning precisely what they want the children to learn. 4. To embed high quality and effective maths throughout the 7 areas and introduce an additional focus of maths to small group times 5. Evidence and showcase achievements and experiences further through displays, floor books, website. 6. Following training in September 22– to further enhance 7 areas of learning and the continuous provision 7. To further develop literacy, early reading, dual language books and introduce a reading area for parents / carers in reception 8. Develop a love of singing further by incorporating more singing into the daily routine and during interactions 9. To build on home visits to further support children's culture capital 10. Reflect on the environment during weekly meetings as a team to ensure it is continuously language rich, inviting and stimulating 11. Early identification of individual needs 12. Staff reflect and build upon effective ways that they teach communication skills 	<ol style="list-style-type: none"> 1. Kinga / HT 2. Kinga 3. HT 4. Kinga / HT 5. Kinga / staff / HT 6. Kinga / Agne 7. Kinga / HT 8. Kinga / Agne 9. Team / HT 10. Kinga / Agne / HT 11. Key staff / HT 12. Kinga 	
<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • To ensure the curriculum overview is used as a focus for weekly planning and all activities • To introduce White Rose maths • To introduce a floor book to evidence children's learning, voices and photographs • Develop and evaluate small, focused intervention groups led by Razia / Kinga • Planned and spontaneous singing and story time throughout the day • Set up an inviting reading area for children and parents 	<p>IMPACT</p> <ul style="list-style-type: none"> • Increase pupil engagement • Clear progression of skills leading to increased progress and attainment. • Increase staff understanding of skills progression and pedagogy • Activities are age / stage appropriate, gaps in learning are identified promptly. • Parents can reinforce home learning • Children show a love of reading / singing, this will give a strong foundation for their future learning particularly in reading • Understanding and meeting the needs of children's cultural capital • Enhancing overall provision • Children's feel a sense of belonging and achievement • Children take pride in their work and are excited to learn 	
<p>Budget Enhance the outdoor classroom, maths resources, learning library, dual language books, Intervention support, staff training</p>		

QUALITY OF EDUCATION

Priority 1: will ensure children are motivated, engaged and challenged to become powerful learners and progress in their learning taking into account their interests and dispositions. Planning will take into account children's loss of learning during covid-19 and lockdown

INTENT	Who will lead?	Complete
<p>Strengthen assessment systems</p> <ol style="list-style-type: none"> 1. Embed new assessment regime to ensure all assessments are accurate 2. To identify needs and make early referrals following the ½ termly progress moderation 3. To develop early identification and narrow the gaps in learning 4. To support and empower the staff in making accurate assessments 5. To provide a clear overview of the progress of all children for parents 6. Identify staff training needs to enhance teaching and learning 7. Review resources / environment to meet the needs of the children 8. Effectively plan for the use of Pupil Premium funding 9. Plan regular pupil progress meetings 10. Effective use of EYlog log to share children's learning and experiences with parents. Supported with an EY log workshop 11. Assessment systems will show that the most disadvantaged children will make progress 12. EYlog will support and boost parent partnership 	<ol style="list-style-type: none"> 1. Kinga / HT 2. Leaders 3. Leaders 4. Leaders 5. Kinga 6. Kinga 7. Agne / Kinga 8. HT 9. HT 10. HT / Hannah 11. Kinga 12. Kinga / HT 	
<p>IMPLEMENTATION</p> <p>Continue to carry out and record assessments that feed into the attainment overview each term</p> <p>Intervention groups are focused and effective in meeting the needs of the identified children</p> <p>Carryout half termly overviews to ensure children are making progress and interventions are making a difference</p> <p>Parents will contribute to their child's learning journey</p>	<p>IMPACT</p> <p>Assessment is used well and is not burdensome.</p> <p>Gaps in learning and development are being narrowed</p> <p>Disadvantaged children opportunity and support to progress in line with their peers</p> <p>Learning is reinforced at home</p>	
<p>Budget</p> <p>New I pads, Intervention support, resources</p>		

BEHAVIOUR AND ATTITUDES

Priority 2: Leaders and staff will create a safe, calm, respectful and positive environment which will impact on children's behaviour and attitude. Staff will be aware of both children and parents' anxiety around covid-19

<p>INTENT To maintain existing high standards in supporting children and staff wellbeing</p> <ol style="list-style-type: none"> 1. To regularly build upon and enhance the environment that provides a safe, warm and friendly atmosphere 2. Settling in and key person approach includes a strong focus on helping children to make strong healthy relationships with other adults and children 3. Train staff in mental health awareness 4. Develop a staff area to reinforce staff wellbeing 5. Build upon parent partnerships and working together 6. Carry out staff appraisals 7. Staff training needs / wants are actioned 	<p>Who will lead?</p> <ol style="list-style-type: none"> 1. Kinga / Agne 2. HT 3. HT 4. HT 5. HT 6. HT 7. HT 	<p>Complete</p>
<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • Home visits • Focus activities • Wellbeing area – planned with resources to support well being • Create a dedicated relaxing space for staff to enjoy • Stay and Play sessions • Pupil progress meetings • Continue to celebrate diversity – parent involvement • Staff are upskilling and cascading learning • Teaching and learning are of a high standard 	<p>IMPACT</p> <ul style="list-style-type: none"> • Children are settled and happy • Children have a sense of belonging • Children feel safe • Parents feel valued as key partners in the school • Positive experiences at Hillview • Children are independent learners and ready for school • Staff needs are shared and actioned • Staff morale is high • Staff turnover is low 	
<p>Budget Resources, books, enhancing outdoor</p>		

BEHAVIOUR AND ATTITUDES

Priority 2: Leaders and staff will create a safe, calm, respectful and positive environment which will impact on children's behaviour and attitude. Staff will be aware of both children and parents' anxiety around covid-19

<p>INTENT To strengthen practitioner knowledge to ensure all staff can set appropriate level of challenge to develop self-regulation</p> <ol style="list-style-type: none"> 1. Training on behaviour management 2. Update behaviour management policy 3. Introduce self-regulation activities 4. Appoint a Self-regulation champion 5. Staff to continue to work alongside therapists' behaviour plans 6. Staff to identify those who need support plans and carry out paperwork 7. Display a visual timetable in each room to support children 	<p>Who will lead?</p> <ol style="list-style-type: none"> 1. Saman 2. HT 3. Saman 4. HT / saman 5. Agne 6. Leaders 7. Leaders 	<p>Complete</p>
<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • Children's challenging behaviour is addressed, actions put in place and all staff adopt actions and strategies • Staff follow behaviour policy and are consistent • Clear routine and boundaries are set 	<p>IMPACT</p> <p>Children's behaviour is outstanding</p> <p>Children can manage their feelings and are able to build relationships</p> <p>Children are happy and feel motivated to learn</p>	
<p>Budget Training</p>		

PERSONAL DEVELOPMENT

Priority 3: Every child will be safe, nurtured and be able to build their self-confidence and independence. Embed a culture of self-assured learning and a whole school approach to mental health and well-being to ensure a strong positive impact on our children and families

<p>INTENT To strengthen strategies to help children to develop a caring individuality and a healthy lifestyle</p> <ol style="list-style-type: none"> 1. To complete the Healthy Early Years award – Gold 2. To develop and build on each child’s culture capital 3. Provide healthy lifestyle workshops for parents 4. Provide information to support healthy lifestyles 5. Keep parents updated with government initiatives to support health and well being 6. Identify families that need extra support – food bank, vouchers etc 	<p align="center">Who will lead?</p> <ol style="list-style-type: none"> 1. HT 2. Leaders 3. Hannah / Chris 4. Hannah / Chris 5. HT 6. HT 	<p align="center">Complete</p>
<p>IMPLEMENTATION</p> <p>Attend ‘Action Amanda’ training (Music & movement) and incorporate into routine Cooking healthy foods more regularly Feel good Friday</p>	<p>IMPACT</p> <p>Meeting the individual needs of each child Children are resilient, confident and eager to explore Children and parents recognise the importance of a healthy lifestyle Families feel supported</p>	
<p>Budget Resources</p>		

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Priority 4: All stakeholders will share and support the Nursery's development ensuring that the finances and future of the Nursery is secure within Harrow Early Years. Leaders will ensure risk assessments and procedures are reviewed adhering to statutory requirements

<p>INTENT To strengthen professional partnerships and joint working with providers</p> <ol style="list-style-type: none"> 1. To work more actively with Early support 2. HT to continue to attend cluster meetings 3. Organise more leaders / seniors to network 4. Continue to work with schools to provide work experience for students 5. Develop relationships with Harrow High and John Lyon for community support 6. Develop our work with feeder schools 7. Talk to parents during sessions / home visits / progress meetings to find out what they would like support with - Plan specific workshops for parents accordingly 8. Plan coffee mornings to have a focus and introduce a follow up stay and play to reinforce topic 9. To keep the website up to date and interactive 10. To introduce regular DSL meetings 11. Plan fund raising events 12. Plan more opportunity to observe staff and children in the learning rooms 13. Actively ensure teaching and learning is prioritised 	<p style="text-align: center;">Who will lead?</p> <ol style="list-style-type: none"> 1. HT 2. HT 3. HT / Kinga 4. HT 5. HT 6. HT / Kinga 7. HT / Kinga / Agne 8. HT 9. HT / BO 10. HT 11. HT / BO 12. HT 13. HT / Leaders 	<p style="text-align: center;">Complete</p>
<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • Carryout room observations / learning walks • Bespoke workshops are carried out to meet the needs of the children 	<p>IMPACT</p> <ul style="list-style-type: none"> • Maintain high standards, high quality in early education and care • All staff fulfil standard and expectations • Parents gain the skills to support their children 	
<p>Budget Training</p>		

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Priority 4: All stakeholders will share and support the Nursery’s development ensuring that the finances and future of the Nursery is secure within Harrow Early Years. Leaders will ensure risk assessments and procedures are reviewed adhering to statutory requirements

<p>INTENT Leaders and staff to be aware of and act upon safeguarding issues in children and staff</p> <ol style="list-style-type: none"> 1. To create a strong DSL team to support identification and decision making (more staff to join the HT) 2. To continue to support the families who are involved with children’s services 3. Update safeguarding policy and share with staff and visitors 4. Continue to strengthen staff knowledge by informing staff of safeguarding updates / trends and questioning during weekly meetings 5. Keep staff up to date with training and contextual safeguarding 6. All staff receive a thorough induction 	<p>Who will lead?</p> <ol style="list-style-type: none"> 1. HT 2. HT 3. HT / Governors 4. HT 5. HT 6. HT 	<p>Complete</p>
<p>IMPLEMENTATION</p> <p>Named staff to complete DSL training Review staff induction process</p>	<p>IMPACT</p> <ul style="list-style-type: none"> • Safeguarding procedures are in place • Children / families are supported • Staff knowledge is strong • Early referrals made to safeguard children and families 	
<p>Budget Training</p>		

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Priority 4: All stakeholders will share and support the Nursery’s development ensuring that the finances and future of the Nursery is secure within Harrow Early Years. Leaders will ensure risk assessments and procedures are reviewed adhering to statutory requirements

<p>INTENT Governors should strengthen the senior leadership team so there is a capacity to secure further improvements</p> <ol style="list-style-type: none"> 1. To grow internal staff members and therefore strengthen leadership 2. Provide leadership / specific training 3. To utilise the experience of governors for learning walks to improve practice 4. To call on expertise of the governors for staff training 	<p align="center">Who will lead?</p> <ol style="list-style-type: none"> 1. HT / Governors 2. HT / Governors 3. HT 4. HT 	<p align="center">Complete</p>
<p>IMPLEMENTATION</p> <p>Internal promotions Designate responsibilities Training</p>	<p>IMPACT</p> <ul style="list-style-type: none"> • Strong and highly skilled leadership within the room • Staff are motivated • Staff have a sense of achievement and accountability • Teaching and learning is of a high standard • A multi skilled team is established and staff are ready to take responsibility for improving aspects of the school • Practice is improved as a result of exchange of skills 	
<p>Budget Training</p>		