



Bright Blocks Preschool

SEF and SIP

School Evaluation Form | School Improvement Plan



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Area of Focus: Quality of Education

Rationale SEF: The attainment /progress for children our 'disadvantaged groups' was lower than that compared to other children last year. Although the progress that these children made over time was good or better, we feel that it is necessary to ensure that interventions/support is in place at an even earlier stage so that attainment for these groups of children is raised.

Aim: To ensure that practitioners accurately identify and put support/interventions into place for those children at risk of not meeting age related expectations by the time that they leave for reception class.

Success Criteria	Actions	Actions Completed and Impact
<ul style="list-style-type: none">• Staff work together in a cohesive way and all staff are well informed about children, their needs and are ready to deliver an appropriate curriculum from day one of a child attending the setting.• Any concerns that arise from 2 year progress review meetings are followed up immediately by Elaine (SENCO) in consultation with parents• Staff will be confident in discussing children's development with their parents/carers and will be able to offer support and advice. Where necessary referrals via Elaine (SENCO). Extra funding will be requested from the LA where we need to put interventions into place for individual children.• All staff will be familiar with the next steps of each child.• ALL staff will play a part in implementing strategies and providing support outlined in next steps.	<ul style="list-style-type: none">• To continue to conduct and follow up on 2 year old progress review meetings – any concerns shared with parents/staff/relevant professionals• Utilise training opportunities from NHS partners. Particularly around Speech and Language therapy so that staff are informed with this referral pathway. Training will also support staff in identifying potential development speech delay/disorder• A focus for staff training around wellbeing and mental health in young children. With a view to creating calm spaces – setting up a sensory areas and activities.• Elaine will continue to apply for funding. A clear plan on how the money is to be spent and what support is going to be in put into place will be put in place. The impact of support will be recorded termly. Next steps will be up updated every term.	

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<ul style="list-style-type: none">• The roles of the practitioners in the setting will be clear and staff will utilise planning/training so that 1:1 and small group work is carried out effectively.• Effective links with NHS partners means that support is in place in a timely way and that staff are kept up to date with training/knowledge/effective strategies.• Child Protection/Child in Need/Looked After Children and Early Help meetings will identify individual needs for particular children and there will be a clear plan in place for support/impact• Effective spending of our Pupil Premium Grant will be clear and actions will impact positively on the progress/attainment that these children make.	<ul style="list-style-type: none">• Our link Speech and Language therapist will deliver training for ALL staff around understanding speech and language development. With particular focus on understanding and ASD.• Notes from safeguarding/early help meetings will be shared with staff in regards to support plans and the DSL will be notified of any decisions made at these meetings so that plans can be carried out effectively.• Miss Blackshaw (Artist) will continue to work with PP children to raise attainment in all areas of the EYFS through talk/art and play. Her work will be recorded in photo books/displays	
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Area of Focus: Personal Development

Rationale SEF: Financial restraints (including staffing) have impacted on the amount of out of school activities that we have recently provided. We want to ensure that all children have opportunities to learn about the world around them and about the lives/culture of those who attend the school. We would like to explore ways in which we can continue to provide outstanding learning opportunities about the world in a way that is affordable and effective.

Aim: To ensure that teaching across the school year provides opportunities for all children to explore learning experiences that will enrich their understanding of the world around them.

Success Criteria	Actions	Actions Completed and Impact
<ul style="list-style-type: none">• Children will have the opportunity to engage in shared learning experiences with their parents/carers and community• Information shared with parents will provide useful for enabling parents to understand how their child is learning and how best they can be supported at home.• Teaching and learning will be centred around children's interests/ fascinations and staff will be continually thinking about how this learning can be enriched through visits/outings/resources/visitors attending the school.• Our calendar of festivals and social events will be well planned and embedded in our daily continuous provision and enhancements to the learning environment.	<ul style="list-style-type: none">• To continue to provide planned Stay and Play events that have a themed content.• Create "Little Learners Blog" on school website for parents/carers to read, with suggestions for home learning.• Re launch home school Book Lending scheme for all children. Small story/song bags made available for younger children.• For staff to act upon what they see children interested in and how the learning can be enhanced through extra-curricular activities such as taking a tube ride for a child fascinated by transport or by visiting an art gallery for children engrossed in colour mixing• Staff will need to be creative in how they ensure learning is enriched as budgets/staffing ratios are	

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<ul style="list-style-type: none">Parents will work in partnership with us to ensure that all children are exposed to quality learning opportunities about the world around them and the lives/cultural backgrounds of others	<p>tight. Being resourceful may mean using parents/visitors as a source of knowledge</p> <ul style="list-style-type: none">Plan budgets effectively to ensure that we can provide relevant materials and resources. Where necessary, raise money through fundraising events	
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Area of Focus: Leadership and Management

Rationale (SEF): The budget in this area has been considerably cut over the year and there are statutory training requirements that staff are required to undertake and gain priority over other training opportunities. The leadership team now need to look into ways in which high quality CPD opportunities are available for staff that reflects the budget that we have but that also ensures that staff can deliver highly effective teaching to improve outcomes for all children.

Aim: To continue to ensure performance management and staff wellbeing is effectively managed.

Success Criteria	Actions	Actions Completed and Impact
<ul style="list-style-type: none"> Staff will be proactive in requesting additional training opportunities within the performance management system The performance management system effectively provides opportunities for staff to discuss career development opportunities CPD will be closely linked to the School Improvement Plan and will ensure staff are given opportunities to meet set targets The budget set for CPD will be managed effectively The leadership team will effectively pinpoint areas for improvement in teaching and learning and will tailor training opportunities to meet individual/group needs The leadership team will link up with other early childcare providers to share costs, make links to share expertise and conduct curriculum visits Reading materials will be available for staff to share 	<ul style="list-style-type: none"> Local Authority training calendar to be sent out to staff with notices about other training opportunities Performance Management arrangements to be shared with all staff with a yearly overview of the process. All staff are encouraged to complete their own self review before targets are set to ensure that they request relevant training opportunities Monthly budget monitoring will allow us to plan for training opportunities and Elaine will source best value for courses/INSET Elaine to use the apprenticeship scheme to enable staff to access further CPD opportunities Make links with Blackheath Nursery (Outstanding school) so that staff are sharing good practice/moderating attainment judgements and linking up for shared INSET to spread costs. Sally to ensure that high quality reading materials are available for staff to share to enhance 	

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<p>to enhance knowledge and understanding in current early years topics</p> <ul style="list-style-type: none">• Early interventions for children who have been identified with additional needs/development concerns show positive impact on overall attainment• Staff are confident in using subject knowledge when working alongside children. This is clear in teaching observations. The quality of teaching and learning across the school is outstanding	<p>knowledge/understanding in relevant early years topics</p>	
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Area of Focus: Leadership and Management		
Rationale (SEF): From parent questionnaire.		
Aim: To ensure that parents/carers are familiar with the school's vision and aims and are informed and regularly updated on what and how their child is learning and developing during their time at the setting.		
Success Criteria	Actions	Actions Completed and Impact
<ul style="list-style-type: none"> Parents/carers have been provided with copies of the school's curriculum and are supported in understanding our ethos Staff are able to articulate the school's vision, aims and ethos to new parents during stay and play sessions and settling in periods Parents are invited to attend the preschool at least once each year to discuss their child's progress with their child's key person Staff are available where appropriate at the end of each session to provide brief feedback to parents and that staff will ensure a follow up meeting at a convenient time is made for any parental queries that cannot be managed effectively at the end of each day. Stay and play sessions and curriculum days are well attended Celebration events are well planned and involve parents/carers 	<ul style="list-style-type: none"> Copy of the School's Curriculum is on the school's website and paper copies are available in foyer Staff meeting in September to refresh existing staff and update new staff on vision and aims – ensure all staff have access to a copy of the settings curriculum Hamilton will lead on preparing a series of webinars where she will talk about different aspects of the school's curriculum and where parents/carers can ask questions. Key Person to ensure that when a child is a focus child, their parents/carers are invited into the preschool to find out what their child has been learning and to discuss their development Practitioners to ensure that staff are provided with sufficient time to update children's records. Key people will ensure that they are keeping Learning Journal records and summative 	

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<ul style="list-style-type: none">• Staff keep up to date and accurate records of their key children• There is a strong key person system in place where parents are invited to attend planned sessions to find out about what/how their child is learning/developing• Newsletters are sent out once each month and are accessible to everyone• Use of Famly to update parents of planned events in addition to newsletters.	<p>assessments are up to date and that they are available to share with parents/carers at any point.</p> <ul style="list-style-type: none">• Stay and Plays are planned a term in advance and dates shared with parents to ensure maximum attendance and participation.• Boards to show their child's key person to be created and displayed inside or outside of rooms.• Ensure parent notice boards are kept up to date.	
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