

Little Hayes and Speedwell Nursery Schools Federation  
School Development Plan 2022-2023

Key priorities (intent)	1 To improve the quality of Teaching and Learning	2 To embed the LH &S Federation Curriculum and Assessment Systems	3 Build staff resilience and accountability (Roles and responsibilities)	4 Ensure resilience and sustainability of nursery school provision across Bristol	5 Response to Ofsted Inspection June 2022
<b>Success criteria</b> (impact)	<ul style="list-style-type: none"> <li>• All children will make good progress, and are ready, willing and able to learn.</li> <li>• Children with additional needs make significant progress.</li> <li>• All children are able to communicate and express their needs and interests using an ambitious range of vocabulary.</li> <li>• All children will demonstrate secure attachments and a sense of belonging.</li> <li>• All children are able to apply mathematical concepts and language to their learning</li> <li>• All children are able to co-regulate with the support of familiar adults.</li> <li>• All children new to speaking English make rapid gains in their speaking skills</li> <li>• Children are able to co-regulate and display high levels of involvement, and engagement in learning</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• All children will access ambitious, well-structured and sequenced curriculum</li> <li>• All children are supported towards meeting developmental milestones</li> <li>• All practitioners can articulate the rationale for our identified curriculum goals and key teaching strategies e.g. core books and continuous provision</li> <li>• Adults use assessment of children learning effectively to provide greater challenge, particularly when developing vocabulary and speaking skills.</li> <li>• All children make good progress towards curriculum goals</li> <li>• All practitioners can articulate their key children’s learning and progress (assessment), their role as practitioner (teaching) and the impact of the provision offered</li> <li>• All parents are well informed regarding their children’s learning and progress</li> <li>• All children can use a range of vocabulary related to each learning area.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders roles and monitoring responsibilities are clearly documented and implemented.</li> <li>• All staff demonstrate as clear understanding of their roles, responsibilities and key priorities</li> <li>• Staff are well informed of relevant local services and able to signpost families.</li> <li>• Role shared across the federation are effective and manageable</li> </ul>	<ul style="list-style-type: none"> <li>• Bristol children still have access to high quality nursery school provision</li> <li>• Reduction in Federation Nursery Schools deficits</li> <li>• Improved recruitment</li> <li>• Collaboration with LA and other maintained nursery schools to develop sustainable models</li> <li>• Reduction in staff absence</li> <li>• Space/room layout is maximised for usability and to ensure space for staffroom, library/small groups, staff work room space and space to meet parents</li> <li>• Stored resources (educational and cleaning) are accessible and don’t impede use of rooms and corridors</li> <li>• Mirrored and streamlined systems for admin and support services</li> <li>• Timely filling of nursery spaces through an effective admissions system</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders must ensure that there is greater clarity about exactly what children are expected to learn as they move through the school, especially with regards to vocabulary in the different areas of learning (SP)</li> <li>• Leaders need to ensure that the school development plan clarifies the priorities, monitoring arrangements and timescales so that everyone is clear about how to improve key aspects of the school.(SP)</li> <li>• Leaders must ensure that staff have the professional <i>development and feedback (supervision)</i> they need to implement the intended curriculum effectively.(SP)</li> <li>• Leaders must ensure that leadership roles and responsibilities are clear so that these new systems are embedded and monitored effectively.(SP)</li> <li>• Work to ensure that the curriculum sets out the key knowledge that children should learn is at an early stage. (SP)</li> <li>• Classes have a consistently high focus on promoting children’s mathematical knowledge and understanding (LH Ofsted)</li> </ul>