

Little Hayes and Speedwell Nursery Schools Federation  
School Development Plan 2023-2024

Key priorities (intent)	1 To improve the quality of Teaching and Learning	2 To embed the LH & S Federation Curriculum and Assessment Systems	3 To build staff resilience, professional confidence and accountability	4 To ensure financial sustainability of both schools in federation	5 Inclusion: To adapt our service provision to serve the increased percentage of children with additional needs within our cohort.
Success criteria (impact)	<ul style="list-style-type: none"> <li>• All children will make good progress, display high levels of involvement, and engagement in learning.</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 can use a range of vocabulary related to each learning area.</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> </ul>	<ul style="list-style-type: none"> <li>• All children will access ambitious, well-structured and sequenced curriculum</li> <li>• All practitioners can apply strong subject knowledge to their teaching in all curriculum areas</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>• Practitioners 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> </ul>	<ul style="list-style-type: none"> <li>• Leaders roles and monitoring responsibilities are clearly documented and implemented.</li> <li>• Governors roles and monitoring responsibilities are clearly documented and implemented.</li> <li>• All staff demonstrate a 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>• Roles shared across the federation are effective and manageable</li> </ul>	<ul style="list-style-type: none"> <li>• Bristol children have access to high quality, inclusive nursery school education provision in their local area.</li> <li>• Nursery Schools budgets balance in year</li> <li>• Plan for reduction in nursery school's historic budgets is in place</li> </ul>	<ul style="list-style-type: none"> <li>• Children with additional needs make significant progress.</li> <li>• Children with additional needs will access an ambitious, well-structured and sequenced curriculum</li> <li>• Practitioners use assessment of children's learning effectively to identify children's next steps precisely and adapt their teaching and interactions appropriately.</li> <li>• All areas of the nursery environment are suitably accessible</li> <li>• All members of staff are confident and effective in teaching children with additional needs</li> </ul>

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<b>Key Strategies</b> (Implementation)	<ul style="list-style-type: none"> <li>• Introduction and implementation of Tales Toolkit</li> <li>• Introduction and implementation of Wellcomm screening tool</li> <li>• Staff CPD for Maths subject knowledge</li> <li>• Enhanced documentation of agreed curriculum goals with Core offer and evidenced best practice for EEF</li> <li>• Developing effective use of staff non-contact and meeting times</li> <li>• Evaluation meetings – OPAL discussion frame work</li> <li>• Enhanced transition and settling programme</li> <li>• Home visits re established</li> <li>• Engagement with Briarwood Belonging project, leadership and staff development</li> <li>• Positive Behaviour Support staff CPD</li> <li>• Focus on Learning together skills and differentiation at group times</li> <li>• PMDS reflect SDP priorities</li> <li>• Explore staff CPD needs regarding EAL learners</li> </ul>	<ul style="list-style-type: none"> <li>• Programme of INSET days with curriculum area focus</li> <li>• Programme of focused staff meetings and room team planning meetings</li> <li>• Enhanced documentation of agreed curriculum goals with Core offer and evidenced best practice for EEF</li> <li>• Identify equalities groups</li> <li>• Lead teacher input focused on Evaluation time and Maths</li> <li>• Re launch Parents meetings and document rational and practice guidance</li> <li>•</li> <li>• Embed ‘What we are learning’ termly parent’s publications across age groups</li> <li>• Introduction of Wellcomm screening</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and document manageable model to illustrate key areas of individual and shared responsibilities for SLT team</li> <li>• Document staff practice guidance handbook (pedagogy and curriculum)</li> <li>• Developing effective use of staff non-contact and meeting times</li> <li>• PMDS reflect SDP priorities</li> <li>• Teaching observations</li> <li>• Development of manageable and effective staff Supervision system</li> <li>• Governance development plan</li> <li>• Engagement with NPQ as ECT mentor-DHT</li> <li>• Engagement with NPQ EYL- BG9</li> <li>• Engagement with Boolean Maths specialist Teacher CPD-DHT</li> <li>• Engagement with NPQH-HT</li> <li>• Engagement with SENDCo NPQ-T</li> <li>• Engagement with ECT programme</li> </ul>	<ul style="list-style-type: none"> <li>• Bursar appointment and training, including LA support (at schools’ cost)</li> <li>• Development of Admin and Finance team</li> <li>• Mirrored and streamlined systems for admin and support services</li> <li>• Systems for accessing SEND funding are embedded.</li> <li>• School based action plans based on ‘financial possibilities’ document</li> <li>• Advertising</li> <li>• Introduction of fee-paying places</li> <li>• Business models for growth explored</li> <li>• Embedding efficient system and formatted documentation for admissions and place allocations</li> <li>• Collaboration with LA and other maintained nursery schools to explore and develop sustainable models for nursery education in Bristol.</li> <li>• Explore pros and cons of amalgamation of two federated schools.</li> <li>• Explore ‘Staff Safe’ software to make in school HR systems more time/ resource efficient.</li> <li>• Explore ‘I am compliant’ software to make site management systems more time/ resource efficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction and implementation of Wellcomm screening tool</li> <li>• Introduction and implementation of Tales Toolkit</li> <li>• Developing effective use of staff non-contact and meeting times</li> <li>• Evaluation meetings – OPAL /DEYO discussion frame work</li> <li>• Embedding of effective planning meetings- Group time differentiation – learning together focus</li> <li>• Briarwood belonging project PBS and Universal offer</li> <li>• SEND funding systems embedded</li> <li>• Roles and responsibilities documented - key people, teachers, 1 day SENDco role, Senior SEND EYP</li> <li>• Comprehensive and enhanced transition and settling programme including SEND signposting.</li> <li>• Parent meetings- re launch and document rational and practice guidance</li> <li>• Engagement SEND focused charities and S&amp;L T to provide direct services to nursery families.</li> <li>• Document flow chart and formats for SEND funding process, all staff roles clear, termly diary of dates.</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> </ul>