

School Improvement Plan 2025-2026

Our Aims

- Empower parents
- Strengthen independence
- Forge strong relationships
- Build resilience
- Boost confidence
- Embed a love of reading
- Develop empathy
- Promote communication
- Stimulate natural curiosity



Our Vision

We give the best we have to make a difference



<p>Leadership and Governance</p> <ul style="list-style-type: none"> To develop and work through a Climate and Sustainability Action Plan as a school (KT) 	<p>Curriculum and Teaching</p> <ul style="list-style-type: none"> To develop subject leader action plans and SEF's so that staff feel confident with the journey of their subject over time (SLT) To embed the induction, probation, appraisal and training plan cycle To review qualifications and support required staff through work-based training (SLT) 	<p>Achievement</p> <ul style="list-style-type: none"> To explore the reasons why a number of children are not on track in EAD, and movement to on track is not as rapid as we would like (DW) 	
<p>Personal Development and Wellbeing</p> <ul style="list-style-type: none"> To focus on the changes in EYFS Statutory Framework, including safer eating, nutrition, screen addiction etc (KT) To review the contracts of education to make them child and family friendly (Whole School) 	<p>Attendance and Behaviour</p> <ul style="list-style-type: none"> To roll out a full Behaviour and Safety Curriculum for trial and adaptation (DW) To finalise the therapeutic thinking-based behaviour policy, including ensuring clear consistent expectations and consequences (LK) To review the full procedure for absence and attendance, including punctuality, to ensure all elements are followed and no gap is left in persistent non-attendance or lateness (KT) 	<p>Inclusion</p> <ul style="list-style-type: none"> To research and explore the current SEND curriculum To invest in the SEND curriculum to ensure the SEND Provision has full coverage of the four areas of SEND To develop the role of SEND Subject Leaders to support the trial, development and evaluation of the SEND curriculum (LK) 	
<p>Early Years Education</p> <ul style="list-style-type: none"> To roll out the draft imagination curriculum for trial and adaptation (DW) 	<p>Safeguarding</p> <ul style="list-style-type: none"> To continue developing staff's understanding of contextual safeguarding, as needed, through the training plan cycle (KT) 	<p>Site Management</p> <ul style="list-style-type: none"> To review and develop a plan for ICT cabling, internet, cab etc, so that the school can budget correct for ICT changes, rather than being reactive with the school's needs (TS) 	<p>Admin</p> <ul style="list-style-type: none"> To review all roles in the admin team, using job descriptions, to support procedures and development of the Admin Team (TS)



Leadership and Governance – To develop and work through a climate action plan as a school

Rationale – All schools should have a climate action plan in place for September 2025. The school has been reviewing other schools’ documents and the SLT have attended training to support best practice of how to implement a plan. We have devised an initial plan, which seeks to explore all stakeholders’ views complete audits and review what our school needs to improve on to support sustainability of the environment. Throughout the year, the SLT will work with parents, children and governors to develop a more bespoke climate action plan for Hart Hill Nursery school.

Autumn Term Review

The school displayed a notice for staff to sign up to the climate action group and has had interest from the site agent and a teaching assistant. The school planned an initial meeting of school staff to explore initial ideas for a climate group and which stakeholders to seek to join the group. However due to the flood and movement to new premises this was put on hold until the Spring Term.

Spring Term Review

The school has developed an initial climate action group, with the Headteacher, Deputy Headteacher, Site Agent and a Teaching Assistant. The initial plan has been reviewed and we have explored different stakeholders we would like to join the group, with the possibility of a governor joining (however not essential, as I am aware that this is an additional input to the school). Initial interest has gone out to parents, with a coffee morning planned to look at signing up and thinking about the action plan and the way forward for the developing group.

Summer Term Review

The Climate Action Planning Group have met and completed an audit of the current provision. There were a number of parents who wanted to be part of the Climate Action Group, however could not attend the first meeting. The Climate Action Leader and Site Agent are beginning to look at funding streams and ideas to help move the plan forward. The parent meeting will be held this half term, where the plan will be finalised to begin actioning from September 2026 onwards – this is in line with the new curriculum, and so will be supportive of The Natural World element of Understanding the World.

Area of Responsibility: Katey Thompson and Danny Coppin

Budget Allocation: School Fund Allocation

<p>Area complete: Yes</p> <p>Still needed on SDP: No</p>	<p>Further actions now ongoing:</p> <ul style="list-style-type: none"> • Finalise more bespoke plan for September 2026 • Promote Climate Action through all stakeholders – meetings and actions • Allocate an element of fundraising or apply for funding streams to support new initiatives and resources • Review the Understanding the World element of the curriculum, as adapting the plan
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Curriculum and Teaching – To develop subject leader action plans and SEF’s so that staff are confident with development

– To embed the induction, probation and training plan cycle

– To review qualifications and support required for staff under work-based experience route

Rationale – Subject leaders in the school are strong and have a good understanding of how their subject is taught across the school. They have carried out multiple monitoring activities to gain an understanding of the impact of their subject, on pupils. Subject leaders now have initial action plans in place, devised with the SLT, from the information found out in the monitoring activities and need to have ownership over these plans to move their subject forward.

The school has been running its induction, probation and training cycle for two years now and this is showing to highly successful, more so, now that the SLT spilt the expectations and ownership of these documents. The DFE has recently released a new qualification guide and the school is working with two new apprentices, as well as supporting some longer standing staff to meet the expectations in the work-based experience route.

Autumn Term Review

Probation meetings have been happening, and where staff have finished probation, initial training plans have been developed to continue individual CPD. Subject leaders have protective time once a half term to focus on their action plans and work through what they want to explore, develop or monitor.

SLT have reviewed the three staff members who do not have the correct qualifications and need to take the experience-based training route. All three members of staff have a training plan in place and SLT are working through this, to ensure they can be counted as the experience that they have and to be included in the legal ratios for children.

Spring Term Review

The Headteacher and Deputy Headteacher have met with all subject leaders to begin to look at action plans and where they would like their subject to progress this year; including discussing the monitoring activities that have caused the actions to be apparent. Actions have been recorded, in action plans, so that each subject leader has focus moving forward.

SLT have reviewed all staff’s training plans, in Curriculum, SEND and Safeguarding, with new targets given where needed. SLT have discussed staff’s development and are going to add a support target around classroom management this year, to support all staff to learn how to set up, clear down and prepare classrooms; this role is often taken by the room leads, and should be distributed amongst all staff.

Summer Term Review

Subject leaders have had time to review the current curriculum and begin to map the new curriculum, with their knowledge of the school, children and well-known research (best start in life and EEF).

The three members of staff who were undergoing the work-based experience route training, have passed and now have certificates to say that they can be counted in ratios and that their experience and knowledge is valued at Hart Hill Nursery School.

The induction, probation and training cycle continue to be strong, following the review of how to complete appraisals with staff. From September 2026, this cycle will begin for all, with the new templates and expectations.

Area of Responsibility: Katey Thompson, Daisy Wainwright

Budget Allocation: N/A

Area complete:

Yes

Still needed on SDP:

No

Further actions now ongoing:

- Ensure individualised training continues and remains a priority for the school
- Continue to review the curriculum and assessment cycle in the school (SDP Next year- Subject Leaders)
- Share good practice around experience-based training with colleagues to help other schools

Achievement – To review the reasons for a lack of achievement and rapid progress in EAD

Rationale – On reviewing the assessment for EAD, in the Autumn and Spring term, it became apparent that a number of children were not on track in EAD and were not closing the gap to their peers, like they were in other subjects. The school would like to take time to review the Summer Data Drop and explore the provision, interventions and curriculum for EAD in line with this anomaly.

Autumn Term Review

Initial baselines have been completed in October, which focus on the prime areas of learning. At the December data drop, it was noted that the attainment in EAD remains low and so pupil progress meeting will discuss this in the first few weeks of January, to explore this more widely.

Spring Term Review

The Data analysis from Autumn Term has been completed. The EAD lead has noted that the imagination curriculum has helped with staff's confidence of developing skills and progress in this area of EAD has been strong. It is evident from Pupil Progress Meetings, that most children are progressing well in EAD; where there are gaps, this is linked to the environment for Art and encouragement to take part or try art activities, as well as staff's confidence in the teaching of music skills.

The SLT, and EAD lead, have met with the LA Music Service, who will be helping to develop a bespoke curriculum for music in the next academic year, as well as offer clear CPD and confidence building of staff.

The EAD lead is researching art areas, with a particular focus on the development of boy's interest in art; this is in the action plan, as stated above.

Summer Term Review

The Spring Data drop has taken place and the progress within EAD remains strong, as last term. Where children are not on track, this is due to the assessment statements not being fully understood, or completely accurate to the age and stage. SLT have discussed the assessment data, and the assessment tool that is currently being used by staff. Next year assessment will be completed through Birth to Five Matters, so staff can gain a true understanding of 'on track' and child development. Staff appear to be less confident with the current framework and are therefore using it as a checklist, which was not its original intent.

Area of Responsibility: Daisy Wainwright & Jo Iddenden

Budget Allocation: N/A

Area complete:

Yes

Still needed on SDP:

No

Further actions now ongoing:

- Add assessment to the SDP for next year, for a full refresh and review
- Continue to use data drops as a way of analysing attainment and progress at different points of the school year, however look at what it is telling us and how we can improve in different ways that aren't interventions

Attendance and Behaviour – To roll out the full behaviour and safety curriculum for trial and adaptation

- To review the procedure for punctuality, so that it is streamlined as the attendance now is
- To finalise the therapeutic thinking-based behaviour policy, including ensuring clear consistent expectations

Rationale – Following training for therapeutic thinking, the PSED lead and SLT have been reviewing the behaviour and safety curriculum. This has now been developed and is ready for a full roll out this academic year. As it is new, there will be times where the curriculum needs evaluating and adapting to correctly meet the needs of the different cohorts of children. 4% of the 15-hour session, 1% of the 30-hour session and 3% of the SEND provision sessions are started late by pupil's punctuality (leavers 2025). Out of 14,113 sessions this year there were 350 late marks. Of these late marks, the average time late is 15 -30 minutes, which means the children are losing their group input for learning new skills (2.4%). There were 9 children who were persistently late throughout the year, with more than 15 late marks across the academic year. Systems need to be put in place to review this for the returning children and to impact change at an early age. For returning children, 4% of sessions were attended late, with 258 late marks from a possible 6237 sessions.

Autumn Term Review

The full behaviour and safety curriculum has begun its roll out and the PSED lead will monitor this in the Spring Term, due to relocation in the late autumn term, when this was initially planned.

School attendance was monitored at the halfway point of the first term, however meetings did not take place due to relocation. It was agreed that attendance monitoring would be placed on hold and a full review, pre and post relocation would take place in Spring Term, with meetings taking place as needed.

The behaviour policy has been reviewed; the AHT for Inclusion has taken time to reflect on the Therapeutic Thinking training, our behaviour policy and the model policy from therapeutic thinking. Time has been taken to develop our new behaviour policy; this has been shared with staff and adaptations have been made to reflect staff's views.

Spring Term Review

The PSED curriculum leader has met with staff and discussed the behaviour and safety curriculum. This has been a success so far, with the skills at the correct level for children's development, as well as the topics linked to natural discussions and parts of the year, where we need to address certain things.

The AHT has booked therapeutic thinking in early years training for the start of the summer term; this will promote our full roll out of the behaviour policy and expectations linked to this for trial over the summer term.

School attendance has been monitored, with 7 families that will have meetings linked to punctuality and 8 families that will have meeting linked to attendance levels. These initial meetings will be with the family worker team to look at ways to support families to overcome any barriers that they are experiencing.

Summer Term Review

Punctuality meetings have taken place and the school is developing the same processes as with low attendance – this has been harder, as lateness is often related to multi school drop off, or lack of morning routine. Family workers are trying hard to support and improve habits before school.

School attendance monitoring continues to be strong; this year has seen a lower need for formal attendance review plans, and more involvement early on regarding expectations of absence. The relocation did not help with the monitoring of attendance, however this was quickly overcome.

The behaviour and safety curriculum continue to be trialled and explored in the school, with good feedback to the PSED lead, particularly focussed on the timing of the sessions and the age appropriate skills to think about and build on, as children move through the school.

The whole school had therapeutic thinking training in April 2026; this was well received and a thought-provoking training. The behaviour policy has been ratified by governors and is due to go live in September 2026.

Area of Responsibility: Daisy Wainwright & Gemma Shadbolt

Budget Allocation: N/A – update (£1840 SLA with music service per year)

Area complete:

Yes

Still needed on SDP:

No

Further actions now ongoing:

- Review the paperwork for therapeutic thinking as an SLT and look at individual children to support bespoke behaviour
- Review the use of ISP's in the school and reduce the number, where behaviours are covered in the new policy
- Begin to analyse punctuality and present to governors, similar to attendance

Personal Development and Wellbeing – To focus on the changes in the EYFS statutory framework, including safer eating, nutrition and screen time

Rationale – With the updated EYFS Statutory Framework coming into effect from September 2025, there are a number of elements within it that the school already takes seriously. It is a good time to review and solidify the procedures and expectations around these elements, with staff, so that we can ensure we are both compliant, but also, that we continue to give the children the best deal in our education setting.

Autumn Term Review

Staff meeting was delivered linked to safer eating, and families were advised on the new guidelines linked to eating environment and how food should be cut to prevent choking. Initial discussions took place around nutrition and the school begun to offer healthy packed lunches to parents, as an option to purchase. A healthy packed lunch workshop was held and it is noted that parents take this seriously. The Headteacher and Deputy Headteacher attended a Nursery Headteachers conference, where screen time was discussed; this information has not yet been processed, or relayed to key people due to the relocation.

Spring Term Review

The DHT has completed research on screen time statistics, and disseminate the information to staff. The ICT policy is under review to include these statistics and our agreed actions to create a balance of screen time in our practice in line with recommendations from research. The staff have created information they would like to know from parents about their children’s screen time habits and this has been compiled into a simple questionnaire for parents. Lunch time practices continue to go from strength to strength, with home like, social times being offered. The nutrition guidelines are being followed to support safer eating. Where the school is providing packed lunch from pupils, this is also following the nutrition guidelines around best practice; we recently had a hygiene visit and scored a 5 for the environment, procedures and practices completed.

Summer Term Review

The ICT screen has been removed from the 0-2 room and plans to remove for all under 3 are ongoing, with one screen available for short periods for learning, if needed. Safer eating guidance is being followed and appears successful with all children/staff. Staff’s confidence with cutting up food has improved and awareness is disseminated to new staff. The school packed lunches continue to be a successful choice for parents, and the menu remains healthy and varied.

Area of Responsibility: SLT & Lisa Kendall, Annette Baker & Fiona Duggan

Budget Allocation: unsure at this time

<p>Area complete: Yes Still needed on SDP: No</p>	<p>Further actions now ongoing:</p> <ul style="list-style-type: none"> • Review how to disseminate the guidance to parents to support safer eating and use of screens, through the school family workers • Continue to review the use of screens in the school, for education, and not to fill ‘free time’, especially where screen time is over used at home
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Inclusion – To review, evaluate and create a clear SEND curriculum for both the SEND provision and children on the SEND register in mainstream classes

Rationale – The most recent data review, and PPM’s across the year, have shown that children who are on the school’s SEND register, however do not need access to the SEND provision, are not making as much progress as we would like. In addition to this, although the SEND provision curriculum is strong, it is currently a range of interventions packaged together. Now that the rest of the school curriculum is so strong and solid, it is time to complete a full review of the SEND curriculum offer, for both the provision and the mainstream classes.

Autumn Term Review

The Deputy Headteacher and Assistant Headteacher for Inclusion have met with a network of colleagues from the Maintained Nursery Sector to explore the curriculum, both within the provision and for children on SEND register. SLT have met and reviewed the assessment data for Autumn Term, and developed the SEND provision curriculum, focussing on where children are at and what they need to learn next.

Spring Term Review

The Assistant Headteacher for Inclusion has completed a progression map, to help staff identify targeted/targeted plus/specialist support. This provision map includes support needed to close the gap and the steps staff can take help children and families when an additional need is identified.

Subject leads for the SEND curriculum have been creating pathways of curriculum to include interventions we use at different stages to support children at different points.

SLT have briefly looked at pathway’s curriculum, which was created by Dingley’s Promise, with a view to use this to support the gaps in our current curriculum.

The two SEND TA’s in the school have been in The Burrow two days a week, and then in the mainstream classrooms for the rest of the time – to support children who have been identified as ‘targeted plus’. This work has supported implementing interventions to help close the gap, particularly in the Prime areas of Learning.

Summer Term Review

The Assistant Headteacher for Inclusion has looked at the data, to begin to establish medium term plans for each area of the SEND Curriculum, thinking carefully about what the medium-term plans need to include, and children’s individualised targets and the pathway curriculum.

SEND TA work in the mainstream classroom continues, using the SEND + curriculum, linking to gaps in learning. The EAL learning mentor is also in the mainstream classes for the summer term, supporting the ‘targeted’ children, to further support school readiness.

The SEND Team recently attended a Neuro-diverse play training, which has given good food for thought to the layout of the SEND Provision and the curriculum for next year.

Area of Responsibility: Lisa Kendall & Karrina Samuels

Budget Allocation: £3000 in SEND budget, plus 40% of DAF & EHCP top up

Area complete:

Yes

Still needed on SDP:

No

Further actions now ongoing:

- Present full curriculum to the staff – September 2026
- Use pathways curriculum to look for gaps in our curriculum and enhance the subject leads
- Conference for all MNS Neuro-diverse play - January 2027

Safeguarding – To continue to develop staff’s understanding of contextual safeguarding, through all school activities

Rationale – Safeguarding training is being shared with staff, however, it is clear that staff’s understanding of how contextual elements of safeguarding could impact very young children is not always clear and concise. Luton has a very unique picture, when looking at contextual safeguarding and so the premade online training is not always relevant to our context. The DSL and safeguarding team, will continue to work through this, through new monthly safeguarding meetings as a whole staff team, and individual training plans.

Autumn Term Review

Individual training plans have been reviewed, by the DSL, with most staff meeting the targets they wanted to achieve. New targets will be given in the Spring Term (a slight delay due to the relocation). Safeguarding training in the Autumn Term included, KCSIE, safer eating, Professional Curiosity.

Spring Term Review

The Headteacher completed classroom observations, focussed on child/adult interactions and has discussed the outcomes of these, particularly in one classroom where there is a clear difference of wellbeing and belonging for the children. A safeguarding risk assessment has been put into place, with clear actions to improve for the whole class team.

The DSL has contacted the safeguarding in education team, regarding contextual safeguarding and expressed that for young children, this should be more linked to the dangers in the home, community and online (not necessarily a direct link to gang culture or county lines); although this has been covered previously, with Luton’s context known by all staff. The DSL is now working with the safeguarding team in school to review the elements of contextual safeguarding in terms of very young children and developing a training package for staff.

All staff have had their safeguarding targets updated. These include contextual safeguarding, individual improvements linked to Cpoms systems, speaking to parents, own confidence in their ability.

Summer Term Review

Training has taken place on the purpose of a home visit and things that could be noticed that link to contextual safeguarding. Staff have received updates on services that can be referred to following a home visit also. This is helping staff to understand their role in contextual safeguarding of young children and the realistic vulnerabilities that are a risk in the community and their home.

The DHT is continuing to upskill staff on the online safety risks to our young children and how we can help families, as well as improve our ‘service’ around screen time – this will be further extended with the support of family workers.

The DHT and leader of 0-2 room have received training on how to keep children under 3 safe in the setting – this discussed helpful referrals for families to further support safety at home.

Area of Responsibility: Katey Thompson & Daria Perzonwska

Budget Allocation: N/A

Area complete:

Yes

Still needed on SDP:

No

Further actions now ongoing:

- Continue to think outside the box around contextual safeguarding for young children – discussions from LA highlighted - contextual safeguarding for our young children, should be looking at harmful environments (home, community, online) in terms of trips to the park (drug Paraphernalia), road safety, holding hands, bath temperature, supervising tablet/ICT use, kitchen safety, stair gates etc, linked to safe at home referrals, so that when staff go on home visits, or children discuss visits with children and families they know these signs to look out for and how to advise

Site Management – To develop an ICT plan, so that the school can plan appropriately for ICT in the future

Rationale – Following a recent review of the ICT systems, including hardware and cabling, in the school, it has become apparent that a number of resources (cabling, server etc) need updating to remain compliant. The school will take this time to make sure, in line with the new digital expectations from the DFE that we are compliant with cyber security expectations and beginning to plan ahead for other updates that will be needed, so that a firmer budget plan can be brought to governors and included in the three-year budget plan.

Autumn Term Review

The school has had various ICT works completed in the Summer Holidays, including, new Wi-Fi systems and a new server installed. In addition, the school ICT cab has been relocated, with new wiring, to the staff room, so it is no longer in a classroom. Due to the relocation, a meeting regarding the summer works and the next steps in the plan, has been put on hold until the Spring Term. During the relocation, the school has moved files to be cloud based on the One Drive; this will be monitored and staff will receive individual training in the Spring Term.

Spring Term Review

The SLT have reviewed the costings for the ICT technician and the work that currently has to be undertaken, due to updates on the systems. A meeting was held with the company and grievances were shared, for them to address and rectify.

A meeting is also booked to discuss a 5 year plan in terms of maintenance and upgrades for the ICT equipment, so that we are in a position where a large amount of budget is not needed to upgrade at one time, in order to remain compliant.

Summer Term Review

The ICT grievances have been revolved and work is ongoing to rebuild the relationship with the company. A 5-year plan has been completed, to ensure that the ICT remains clear and up to date, particularly linked to the laptops and desktops that the school uses, so they aren't all due for renewal at the same time, with large budget implications.

The school's Wifi continues to be frustrating, however this is due to the company not quoting as a new system, but just replacing old systems. The school is working on the areas that still need Wifi points to help with the use of laptops, and this will be added in a cycle, over time, as the school budget allows. The areas that lack coverage include the meeting room, the leadership office and The Burrow.

Area of Responsibility: Katey Thompson, Tara Stock & Tom McKinsley

Budget Allocation: £25,000 & then a rolling 5-year budget plan

Area complete:

Yes

Still needed on SDP:

No

Further actions now ongoing:

- Continue to monitor the ICT company and look at alternatives if the service dips again
- Use the budget to plan the need for ICT refresh as part of the 5-year plan created
- Add more Wifi points, as the budget allows in the areas where coverage is lacking



Hart Hill Nursery School
School Development Plan 2025-2026
Additional Areas of Focus

<p style="text-align: center;">Achievement – 2-3 year olds</p> <ul style="list-style-type: none"> To have both two-year-old classes planning separately, linked to the skill level of each class To plan group sessions & environments carefully, so that children are rehearsing match the skills they need to learn, and ensure they are not in groups that are too big 	<p style="text-align: center;">Achievement – 3-4 year olds</p> <ul style="list-style-type: none"> To work hard to close the gap for children who are one mark off being on track in an area of the curriculum CL – 6, PSED – 7, PD – 7, M – 6, L – 4, UW – 4, EAD - 6 	<p style="text-align: center;">Achievement – SEND Provision</p> <ul style="list-style-type: none"> To look at individual children’s progress, thinking about areas, where a group of children may be ‘stuck’ at a stage, so that the provision can be altered to give time for this learning
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Achievement – To review data across all ages and phases and create actions accordingly, including the introduction of class action plans for improvement in outcomes

Rationale – The school has had a closure and relocation. Due to this, the Autumn 2 curriculum looked very different for all children, with some missed learning. Some children remained at home, others attended every day. The relocation met all ages and stages were in one room and so adaptations to the timetable met some sessions for the older children were missed. The different environment met the learning outcomes for children with severe and complex needs were different also.

Spring Term Review
Staff had time in classes prior to reopening our school to reflect on missed opportunities in learning and how to close those gaps through the planning, until February half term. Pupil Progress meetings had a higher focus than normal, with the SLT breaking these down in progress for individual children and the barriers to learning, that may be linked to relocation. Class action plans were then created with the senior leadership team and room leads, to ensure that all children are at the heart of decision made and achievement for all is possible over the remainder of the year. Where a subject is standing out as a concern, the subject leader will add this to their action plan to work through with the whole school in the Spring and Summer Terms.

Summer Term Review
PPM’s this term have added targets for children, thinking about the level staff feel they can reach by the end of the year. This helps to look ahead and focus thinking around attainment, particularly thinking about school readiness for our 3-4 year olds and the children within the SEND provision and looking at gaps in provision. Meetings with the 2-3 year old room leaders has given opportunity to look at the current curriculum and environments and begin to think about changes that need to be made to help younger children progress – this has been in reflection of the assessment data and the introduction of the 0-2 room.

Area of Responsibility: SLT & Karen Ledger	Budget Allocation: TBC
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<p>Area complete: In part Still needed on SDP: Yes</p>	<p>Targets for next year’s School Development Plan:</p> <ul style="list-style-type: none"> To review the current assessment framework to work in a more age-related way, using the birth to 5 matters to show age related expectations and develop end goals linked to each phase To evaluate and adapt our plan, do, review cycle for each area of inclusion (EYPP, FSM, EAL, Funded2, targeted SEND, etc), including identification, implementation and impact
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Hart Hill Nursery School
School Development Plan 2025-2026
Additional Areas of Focus

Leadership and Management	Curriculum and Teaching	Safeguarding
<ul style="list-style-type: none"> • To complete a capital bid for funding for provision • To develop a provision that is fit for purpose and follows our high expectations of education • To ensure all policies and procedures within the school now include the under 2's provision 	<ul style="list-style-type: none"> • To develop a curriculum for the provision, back chaining from our 2-year-old curriculum • Organise time and training for class-based staff, so that teaching is to a high standard 	<ul style="list-style-type: none"> • To complete an Early Years Registration for OFSTED • To ensure the processes in the provision are compliant with statutory framework and KCSIE

Under 2's provision – To take time to develop an under 2's provision, with the support of the LA, so that we remain sustainable for the future, ensuring it is fully compliant and ready to roll out in September 2026.

Rationale – The school has had a closure and relocation. Due to this, the Autumn 2 curriculum looked very different for all children, with some missed learning. Some children remained at home, others attended every day. The relocation met all ages and stages were in one room and so adaptations to the timetable met some sessions for the older children were missed. The different environment met the learning outcomes for children with severe and complex needs were different also.

Autumn Term Review

The SLT met with the LA on a number of occasions to discuss sufficiency in the local area to open an under 2's provision in the school. This included completing post code analysis, research of local providers, and staff and parent consultations. The Headteacher and Deputy Headteacher visited a maintained nursery school who have provision for this age range already, and a local provider to gain an understanding of the benefits and the logistics of setting up a new provision.

The Headteacher completed a capital bid application to the government, under the nursery-based classes agenda, to fund the project, however the school has some funds, if needed to begin the work.

Spring Term Review

The SLT have reviewed the Statutory Framework for under 2's and reviewed the spacing and ratios for staff, as well as the qualifications needed for the roles. Policies have begun to be updated, with a charges review presented to governors, and the updates admission policy also ratified. The SLT have met with the LA representative for under 2's and been supported to think about the timeline and processes needed to be up and running for September, including the process of EY registration with OFSTED. Initial, minimal budget has been used to purchase some furniture and a few toys, to support the set up of the room, so we can use this as a marketing tool for prospective parents. The Headteacher met with the family workers, who complete tours of the school, to update them on the processes and key information to share to parents, both during telephone enquires and face to face tours.

The prospective room leader for the 0-2 room has been seconded to another nursery, to spend a day a week in the 0-2 room, learning and understanding processes, procedures and then reviewing what will work at Hart Hill and what needs to be different, due to school. The SLT and safeguarding team have begun the training process, including completing safe sleep training and researching the different training that needs to take place.

Summer Term Review

The OFSTED registration has been completed, with the Headteacher renewing the DBS for the school, to ensure full compliance.

All policies have been created and ratified by governors – as the room is not yet running, these will continue to be adapted as practice is noted.

Training linked to the staff and compliance has continued, with all staff completing safer sleep and child attachment training. Further training for keeping children under 3 safe in the setting has also been completed.

Subject leaders have begun to research and develop their curriculum from 0-5 years, ready for trial in September 2026.

The classroom has been plastered, painted and had new flooring. The milk room is on order, as are the radiator and pipe covers. Furniture has been ordered and is being set up as the it arrives.

During the summer term, the SLT has timetabled time for the new class team to spend time learning the procedures and policies of the school, carry out training and familiarise themselves with the changes or expectations.

Families have been invited back to the school, now most work has been completed, so they can see 'live' the environment the children will be attending – we will continue to keep them up to date with OFSTED deadlines and the registration visit and outcome. The school is currently on track to have the agreed 6 children from September 2026, with an increase to 9 if demand allows.

Area of Responsibility: SLT & Danny Coppin	Budget Allocation: £60,000 capital bid application
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Area complete: In part Still needed on SDP: Yes	Targets for next year's School Development Plan: <ul style="list-style-type: none">• To establish the under 2's room and ensure all systems are in place and are regularly reviewed/adapted• To further develop the provision available for all children, through classroom organisation, curriculum planning and promotion of skills to develop• To review the foci for curriculum, including a full curriculum review with subject leaders – developing on the introduction of The Nest, to ensure sequential skills all through• Focusing on prime area curriculum in 0-3 and then imagination, stories and STEAM in 3+
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