



# Redcliffe Nursery School

## Our Self Evaluation Form

2021-2022



## Introduction

Our Self Evaluation Form is organised into the following sections:

- **Context of Redcliffe Nursery School**
- **The Effectiveness of Leadership and Management**
- **The Quality of Teaching and Learning and Assessment**
- **Personal Development, Behaviour and Welfare**
- **Outcomes for Pupils**
- **Actions to continue to move our school forward**

### Context of Redcliffe Nursery School

Redcliffe Nursery School was built in the 1960's to serve the area of low-cost council housing. It became an early designated, local authority children's centre in 2003. The under threes nursery opened in 2004. The school is in the 10% band of the most deprived areas in England. There is a 46% ethnic minority mix and on average there are 14 different languages spoken at the Nursery. The building is set amidst a group of local council high rise flats close to the city centre and areas of historical interest. The Nursery provides up to 75 full time equivalent nursery school places and 56 places for two-year olds, mostly who access the two-year-old government funding. We also offer 16 breakfast and 16 tea club places for working parents.

In March 2014 it was successful in its bid to become a National Teaching School. In 2018 we chose to become de-delegated as Teaching School because the staffing capacity had to become significantly reduced. However, we continue to play a significant role in providing continuing professional development for the sector, bespoke school to school support, leadership opportunities, training teaching students and having CPD standard from the National Centre for Excellence in the Teaching of Mathematics.



Our vision is to inspire, innovate, challenge, and expand horizons for children, parents, staff, and visitors. We are particularly mindful of our most vulnerable children and their families. The principal values have remained constant for several years: Our Community is unique, Children's

Rights are celebrated, Teaching and Learning occurs in democratic learning spaces, we build skills for life alongside respect for our planet through acquisition of knowledge. Research upholds and reinforces our values.

We have diversified our offer to generate income from a range of activities to support and maintain the qualified staffing and adult child ratios we consider essential to high quality provision. In addition to this we have needed to generate significant income to ensure that our curriculum and our learning environment remain dynamic, forward thinking, responsive and led by research, ensuring we can best support the needs of our children and families.



### Redcliffe Nursery School Community:

The educational starting point for many of the children is below average. Our immediate catchment area is within the 10% most deprived population.

Since the last inspection the number of children coming from affluent homes has increased our more advantaged population to twenty-five percent.

In the last two years we have been full, with a waiting list and so have increased our places available. For the past few years, we have had a rising 3's group begin each January.

We have increased our 3–4-year-old spaces from 100 to 150

We will be increasing our two-year-old spaces in September 2022 from 24 to 32

We currently have 24 children in receipt of EYPP

Each term we review the children who are receiving the premium to ensure that we are supporting their learning, offering them challenge with additional experiences to target their particular needs.

As a staff team we constantly review and reflect on our inclusive values and the extent to which *all* children are enabled to access the provision. We believe that from birth, children are strong, competent, motivated, and confident learners who explore and test their ideas, solve problems, and try to make sense of their world. Planning for each child starts from looking at their character, strengths and by understanding their family context and experiences so far. All children are learning, all of the time and some children can share their learning with us in ways that make it easier for us to understand. Some children require more careful listening and understanding of their needs, they show us in less typical but equally valuable and skilful ways. Redcliffe has an extremely strong SEND team who work together with the children's families, key group leaders and external specialists to ensure children with additional needs are identified and supported to take part in every aspect of the Nursery experience and to achieve their full potential. We currently have 15 children who are receiving additional funding due to the complexities of their needs.

More than 14 different languages are spoken by children, parents, and staff. After English, Somali, Polish and Spanish are the most common.

There are particularly high concentrations of children arriving below a typical level of development in making relationships, managing feelings, and moving and handling as well as listening and attention and speaking. These areas continue to be a focus for us in our planning, CPD and in our professional conversations.





## Staffing

Our most recent Ofsted report stated, 'Its continuing success is achieved through the passion and dedication of all the adults who work in the nursery school'

We currently have a total of 43 staff on role. Six people are employed as teachers, a further three have qualified teacher status but are not employed as teachers. We have 12 additional Early Years key people, several of whom have degree status. Three people share the role of SENDco and we employ a speech and language specialist for one day a fortnight. We currently have 10 SEND support staff, six of whom also have a degree. An additional support worker combines his role with driving the minibus. We have a business manager and two administrator/receptionists. We employ our own chef and have three lunch time assistants. We are fortunate to have a dedicated caretaker and cleaners who we employ directly.

## Response to the impact of the pandemic 2019- 2022

- We worked in partnership with our families during lockdown, both to support learning and development, problem solve issues that arose and to co-construct a reflection of each child's learning and development over this period.
- We have had a concentrated focus on a Covid Recovery programme.
- We have placed an even greater emphasis on our personal, social, and emotional development with a strong focus on attachment and the use of trauma informed practice.
- We have become aware of increased levels of anxiety for some of our children, a greater depth the complexity of some children's needs, increased reported incidents of domestic violence and increased poor parental mental health.
- At the same time, the historic outstanding children's centre services available to our families has decreased considerably and the threshold for social service involvement has increased. This has put our staff under an enormous amount of additional pressure.
- We remained open throughout the pandemic to ALL children of key workers and for our most vulnerable families.
- We provided a wealth of on-line support, signposting, activities, and ideas to support learning for our parents on our website, via social media and via email.
- Key people made one to one contact and kept a weekly register of communications.
- We have identified speech and language as a significant cause for concern for an increased number of our children and in response to this we have employed a person with specialised speech and language experience to further support these children.



### Roll out of new EYFS and Curriculum offer

We have reviewed our curriculum offer, with the whole staff team in preparation for the implementation of a revised EYFS Statutory Framework in September 2021.

- Audit and develop our Current offer in the light of this, identifying areas of focus and for development.
- Build staff familiarity with new terminology and new non statutory support documents.
- Continue to build on the planning cycle that informs high quality provision and accommodates individual interests.
- To co-construct, further develop and embed a principled, inclusive, challenging and developmentally appropriate curriculum.
- Continue to build a skilled team of SEND support staff, focusing on the individual needs of each child and providing tailored interventions.



## **The Effectiveness of Leadership and Management**

In 2017 the school continued to be judged by Ofsted as outstanding.

**‘The leadership team has maintained the outstanding quality of education in the nursery school since the previous inspection’**

Since the last Inspection despite considerable funding restrictions and becoming a smaller Leadership Team, we have worked tirelessly to develop and communicate an ambitious shared vision for the school, which is both challenging and attainable, shared by all staff, governors, parents and reflected in the provision.

We emphasize full engagement of all staff in the development of the school, prioritizing teamwork, reflective practice, and whole school self-evaluation with a research basis. Our leadership is reflective, responsive, strategic, and consistent, with a constant focus on evaluating, refining, and improving practice and provision.

As a previously designated National Teaching School we actively value and promote the importance of strong early years pedagogy and seek to promote this amongst our children, families, and staff, as well as our local, national, and international communities.

Performance Development is viewed by the leadership as a development tool. This impacts on teaching and learning across the school, the development and aspirations of the staff and community, and has resulted in innovative and bespoke CPD provision. CPD is offered and delivered by us, to our immediate private, voluntary, independent settings as well as child minders. Through Bristol Early Years Teaching School Alliance, we also offer a programme of Professional development to a wider audience.

The Head teacher is a member of Boolean Math’s Hub board, leads the Math’s SLE’s for Early Years in Bristol and delivers CPD for NCETM to 5 different Counties.

We have for many years played a significant role in the training of Student Teachers who want to work in Early Years, combining practical experience with an in-depth knowledge base and researchful practice. We have an established relationship with Bath Spa University and UWE. Several members of staff have completed their master’s degrees.

The whole school staff are engaged in a solution-focused and self-reflective approach to school self-evaluation e.g. in preparing the SEND core offer, review of behaviour policy, the teaching and learning policy, outdoor play development, curriculum development of the 7 areas in EYFS and preparation for the new EYFS.



The whole school staff and Governors have contributed to school development planning and have undertaken a process of unpicking the focus of each of our SDP targets and the areas of school life that are involved. Involving a thorough evaluation of the school's current position in relation to each target and identification of key areas for development and growth.

We have an ongoing staff development programme to improving staff subject, content, and pedagogical knowledge, developing self and others approach to CPD programme of in house CPD meeting individual and staff needs and whole school needs. CPD for the whole school staff centres on enabling and developing all learners within our school community. The school commitment to continued learning and professional development impacts on all areas of teaching and learning through a reflective, responsive and research-based approach to teaching and learning.

We are continuing to develop the celebration and promotion of best practice through prioritising time for peer support, collaborative problem-solving and Learning Walks focused on particular areas of development, involving all staff, students and Governors.

We have an embedded programme of staff meetings, team discussions, individual mentoring meetings, informal discussions, observation, and feedback, CPD is research led and informed.

We have an established Wellbeing team and recognise that staff are the school's greatest asset. We are aware that particular times of the year place greater pressure on staff e.g., physical & emotional exertion on staff during settling in September and detailed, individualised transitions into primary schools.

We maximise on opportunities for staff to take pride in their work and the work of others, sharing their successes, group supervision, staff meetings, key nest areas, learning walks where staff also learn from each other – sharing expertise.



Addressing issues of workload through review of record keeping and assessment processes, streamlining of paperwork, use of electronic versions of key documents, reducing duplication, sharing strategies for managing on-going records.



### Safeguarding

Safeguarding procedures are rigorous, and well structured, across the school, with staff, governors, and volunteers fully aware of their role and responsibilities. Regular safeguarding training updates ensure current knowledge informs practice. Safety and wellbeing is at the forefront of the school's work, with staff and children involved in risk assessing activities, and sharing information with families. Safeguarding and child protection procedures have a high profile, The use of CPOMS digital record keeping has greatly enhanced communication, between ourselves, other professionals and transitioning settings.

Ofsted observed that 'extremely well-trained staff are very alert to any vulnerable families and demonstrate a secure knowledge of the signs of abuse, radicalism, extremism and child exploitation.'

### Governors

The governors understand their role in monitoring school effectiveness. Governors have carefully considered their role in monitoring the school's progress towards meeting each of the School Development Plan targets. The governors have had training and are providing greater challenge for the school and its leadership through focussed questioning and monitoring. This rigor has supported the leadership team in ensuring strategic planning is focussed, realistic and manageable. There is a turnover of some governors because of the nature of how long parent governors are eligible to be on the governing body, but the longer standing members mentor these less experienced governors in fulfilling their roles.

At every Governors meeting there is section 'All about the Children' when different members of staff present an information sharing account of an aspect of Curriculum, Send, assessment or

Child protection. The Governors are invited to training days on aspects of our Curriculum, how this looks in practice and the impact this has for our children and families.



## **The Quality of Teaching and Learning and Assessment**

As a State Maintained standalone Nursery School our Curriculum is embedded in and underpinned by the requirements of the Statutory framework for the early years' foundation stage and by the four overarching principles of the EYFS:

1. A Unique Child-Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured
2. Positive Relationships- Children learn to be strong and independent through positive relationships.
3. Enabling Environments- A rich and varied environment support's children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.
4. Learning and Development- Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with their peers is important to their development. Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that involve children for sustained periods. When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections

and come to new and better understandings and ways of doing things. Adult support in the process enhances their ability to think critically and ask questions.



We keep the Development Matters and Birth to 5 Matters in mind but go beyond the limitations of curriculum subjects and place a strong emphasis on the Characteristics of Effective Teaching and Learning.

The non-statutory guidance outlines three prime areas and four specific areas of learning:

Prime areas:

Personal, Social and Emotional Development, Communication and Language and Physical Development.

Specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Characteristics of Effective Teaching and Learning: Playing and exploring, Active learning and creating and thinking critically.

These are weaved throughout the child's day at Redcliffe Nursery School. All areas are linked, learning and teaching are planned and observed in a holistic way.

We believe in children's rights, have a strong focus on enquiry-based learning, with a play-based curriculum and place a large emphasis on learning outside. We encourage children to assess risk for themselves and then to decide, with adult support if necessary, if they want to take the risk.





### Intent:

It is our intent to encourage children to take responsibility for their own learning so that they are empowered to think for themselves and become active learners. It is our intention that we will do this by:

- Having a dynamic and evolving play environment inside and outside where children can choose and access resources easily. This is a process of co-construction where children and adults expand ideas and create new opportunities for learning.
- Offering open ended resources that provide opportunities to push the limits, stimulate and provoke children's exploration of their own ideas and theories. Through our provision the children's thinking goes beyond the parameters of the EYFS.
- Encouraging children to be agents of their own learning. They make their own decision and find solutions to problems, in a collaborative process involving both adults and other children.
- Involving children in processes that are part of the nursery day to give them purposeful learning experiences and a sense of ownership and community.
- Following and extending children's interests. We respond and listen to children and parents so that we can provide a rich, meaningful, and challenging learning environment.
- Seeing the value in being outdoors; the immediate outdoors, our local community, the city of Bristol and wild spaces.
- Building on the knowledge and experiences that children bring from home.
- Fostering a respect for the sustainability of our planet.

### Implementation:

We implement our curriculum values by having play central to our ethos, with a special focus on children's self-initiated play. By listening and responding to children it helps us to build conditions for play to flourish, enabling children to become confident and inspired learners. By tuning in with each child we are better able to understand what lies behind their play. In our co-constructed, responsive curriculum we can plan for potential learning. We look to recognize the interesting and remarkable in what children discover. We prepare for new learning events



with children, both in child-initiated and adult-directed activities in ways that are contextually appropriate and meaningful for each individual child.

The learning environment is a vital part of our play pedagogy. We prioritise self-initiated play because we feel strongly that children need time and freedom to play.

We ensure that the environment is stimulating and exciting to provoke children's imagination, intellectual investigations, and physical challenges. From our observations of children's play, we come to notice how pivotal the 'everydayness' of life is fascinating to children.

The outside environment is full of challenge, adventure and provides children opportunities to assess and take risks for themselves. Our overall approach to play is to create a unity between playing, learning, and teaching.



Our key person system, supports children to build positive, trusting relationships with particular adults. We want children to become resilient, capable, confident, and self-assured learners. Adults spending uninterrupted time engaging with each individual child, can help them to develop these attributes. Where an adult has a planned intention, based on their observations, children can benefit from language, behaviours, and learning, being modelled, and supported. Adults can respond and adapt the extent to which they support to help children move on or consolidate their knowledge. When children lead their own play, they are usually following through their own ideas, solving problems for themselves, either independently or collaboratively with other children and drawing on all they know. With adults, children are introduced to new concepts and skills, while when they learn independently, they explore what they have already learnt, taking ownership of the learning. At Redcliffe Nursery school we understand the importance of building positive and respectful partnerships between parents/carers. We recognise that partnership working gives the child the very best start to their educational journey, establishing a culture of learning for all.

We believe parents feel that they are truly listened to, that they should be encouraged to participate in the child's learning journey and that we inform parents of their child's progress and development. We work collaboratively to establish the best way to communicate for each family.

Children are encouraged to develop self- regulation, assess risks, be resilient and form connections with the natural world. We do this by visiting wild woodland spaces, beaches and visit our local community, the Urban City of Bristol.

We promote a culture where children are encouraged to assess risks for themselves and make decisions. We focus on risk benefits. We understand that in order to raise the profile of young children in our society, we need to enable children to be visible in their community, influencing the city to be more child friendly and focused.

We are constantly reviewing and reflecting on our inclusive values and the extent to which all children are enabled to access the nursery provision.

We have developed a responsive recovery curriculum with the challenges for families throughout this pandemic in mind and have developed this as the needs of the children and families have evolved. This has centred on supporting children's mental health and well-being by-

- Supporting confidence, independence, and self-belief.
- Establishing routines.
- Supporting co-regulation of emotion and developing and embedding strategies and language associated with this.

We do this by providing uninterrupted time to connect with our environment and extend social confidence in different contexts.

Ofsted reported in 2017, 'The extremely wide range of opportunities provided, both within and in the wider community, ensures that there are no limits put on the children's learning.'



## Impact

Children learn and progress rapidly through their focused and active engagement with our rich learning environment, inside and outside. We are totally committed to being partners in each child's learning, building authentic relationships and unlocking a world of opportunity. This enables us to gain an insight into what the children already know, build on this, and enrich experiences within the child's own cultural base. We can then observe confidence, attitude and trust, within a culture of enquiry. We aim to provide the child with a wealth of life skills and resources that they can draw on at any point in their future.

At Redcliffe we have always acknowledged that it would be inappropriate and narrow to value and judge a child's developmental steps, by looking purely at age bands. Because of this our data analysis is intended to inform practice, CPD and whole school development.

Our continuous focus on reflection and constant development both our curriculum and our learning environment, means that there is great potential for a positive impact for each child. As a result of this our children are deeply engaged in their play and learning. This impacts on their ability to focus, concentrate and make connections. They can effectively build on prior learning.

To enable us to see the impact children are assessed holistically day to day, by their key people and other adults working with them. Progress and development are seen in the form of observations in learning diaries, these may be taken at group times or during their child-initiated play. We use The Birth to 5 Matters document as a guide to communicate the learning within each observation. Learning diaries belong to the children and are available for them to access and engage with. Parents/Carers can also contribute to the diaries and document learning and experiences that are happening outside of the nursery.



By carrying out formal assessments at three points in the year we can be informed of the progress of impact and plan adjustments in our provision. In October, we document what the children already know, in February we look at progress made and finally in July before the transition to school we can assess achievement and reflect on impact. We have created our own assessment document, based on the Birth to 5 Matters document with the addition of statements that reflect our ethos and curriculum.

Staff consider which of the Characteristics of Effective Learning children are showing evidence of at each assessment point, as well as giving a best fit score for each aspect within the Prime



areas, Maths and Literacy. We use data to look at targeted groups of children, allowing us to monitor and make comparisons. For example, we look at the impact that children attending our under 3's provision has had. We also track our 'vulnerable' children as they move through the nursery and look for ways to increase the impact that we can have to close any gap in learning. After each assessment, key people can see a clear picture of their own group in the form of a graph. They also receive individual progression wheels for the children in their group, providing a clear picture of their development. Key people can reflect on their practice and provision and target any areas they may need to develop further for their group or individual children. Room Leaders can see their cohorts as a whole and analyse and reflect whether any changes need to be made to the provision. Senior Leaders can plan for professional development for individual staff or the whole staff team.



For children with Special Educational Needs and Disabilities (SEND), a discussion is had between the key person, support worker and SENDCo about whether the child should be assessed using the Differentiated Early Years Outcomes. If so, the assessment is used in the same way to create best fit scores and individual development wheels created. These can be used to support referrals and conversations with other professionals, funding paperwork and transitions.

## Transition

At Redcliffe, we recognise the importance of high-quality transitions and the impact these can have on a child's future learning and well-being. Starting nursery and school are both significant milestones in early childhood (Einarsdottir et al, 2019) and for many young children, their first major experience of transition. To ensure we provide a supportive and effective transition to Redcliffe, and then onto primary school, the child will be at the heart of our transitional practice.



When children start with us at Redcliffe, we will follow the children's lead, working closely with their families to provide time and space for the child to feel secure in their new environment. Each individual child's transition into nursery will be different. Through home visits and discussions with both the child and their family, key people will gain a better understanding of the child and their interests to ensure they feel welcome and begin to develop a sense of belonging. We document this time through observations and will use learning diaries to aid settling during this period.

Transitioning from Blackbirds (under 3s) into Seagulls (Over 3s) is also a transition point that some children will experience during their time with us at Redcliffe. This shift in identity and change of learning environment is one that key people will support children in preparing for. During the summer term, key people will begin to prepare the children for their transition to primary school by facilitating open discussions with children about their new school, the transition, and any concerns they may have. Practitioners will listen to children's advice and follow any enquires they may have about starting school.

Positive communication and collaboration between nursery and primary schools is essential to ensuring a successful transition. The transition lead and SENCO aim to build professional relationships with local primary schools, to ensure information is effectively communicated and children's voices are heard. As a nursery, we will work closely with parents/carers during this time, recognising the emotional impact this transition can have on families.

### Research and Reflective practice

These are the cornerstones of our teaching and learning.

This is necessary for our ongoing development and to sustain improvements in our teaching and learning. Continual dialogue with all staff and our professional development days give opportunity for staff to share good practice and reflect on ways for improvement. Staff update their practice by reading research papers, doing further professional qualifications and through attending courses and conferences outside the Nursery (See professional development policy).



## Personal Development, Behaviour and Welfare:

The whole school staff have a shared understanding of behaviour of any kind being an important form of communication, and the strategies developed to meet individual children's needs, are shared with the team to ensure consistency of approach.

Children are involved in understanding how approaches may vary to meet each child's level of need and development. All staff are focussed on meeting the needs of our young children and reading the child's communicating behaviours at their different ages and stages.

Staff have an extended repertoire of positive strategies and have considerable confidence in supporting children and families with developmentally appropriate expectations.

From an early-stage children are supported in developing a high level of understanding about their own behaviour.

They are supported to develop an understanding of their rights and responsibilities and develop high expectations of themselves and what they expect from others.

Our practice is supported by close relationships with families and a commitment to sharing strategies, which ensure positive and consistent approaches to behaviour management. Learning behaviour is sophisticated and respectful, with children highly engaged in their learning independently, with others and with adults. Children have very positive attitudes towards their learning and develop an awareness of themselves as a learner making progress over time.

Children are able to become very engrossed in their learning and play, and highly motivated, eager to join in and collaborate, making learning irresistible and contagious.

We have an empathetic approach to managing the intensity of children's emotions and children are supported to manage, express and understand their own emotions and the impact of their behaviour on others.

We have a trauma informed specialist who works with children both as individuals and in small group situations, creating a safe space for children to be able to process and understand their emotions.



## Outcomes for Pupils:

Of our children who went to Reception classes in 2021 80% reached expected or higher levels of development. This area was very low at the beginning of the year with only 9.5% of the children being at expected levels for their age.

Reading skills remain a top priority and 84% of the children reached expected levels or higher. We place importance on the opportunity for children to have 1:1 reading time with adults.

Mathematics is an area in which we also place positive emphasis and this past year 79% of the children reached higher or expected levels. We will continue to focus on children solving their own problems and having high expectations of children's capabilities. This past year many children have shown a huge interest in very large numbers, numbers bigger than a million! This is part of our drive to support learning in seeing maths as a whole and contextual and not just seeing parts. It makes more sense to children.

Girls continue to achieve higher levels than boys across all areas of the curriculum. The gap between boys and girls was greater this year than the previous year. Last year there was 1% difference, this year the difference was 18%. We put this down to the fact that the children with complex needs were mostly boys. However, we will have an awareness of this gap and focus on how we can improve on it during the next year.

An area of strength was seen from the children, in Understanding the World, showing curiosity and interest the natural environment and living things. We believe that this is down to the fact that the children spend a whole day each fortnight in a wild, unstructured environment.

At the last Ofsted inspection, it was noted that children's outcomes were less developed in expressive arts, especially singing, song recognition and dancing. We have since then continued to explore ways that we can extend our provision, within financial constraints, and have given a member of staff responsibility for exploring and finding ways we can enhance opportunities for children to engage more frequently with music, singing and dancing. We have had musical encounters from a variety of musicians who have attended our setting, we have had actors come along and engage with the children and been to visit the local Theatre, Bristol Old Vic, and we regularly play a variety of music and musical instruments for children to move and dance to.

Across Bristol Writing continues to be the weakest scoring ELG at the end of the Reception Year and so we will continue to provide the children with a wealth of opportunities to focus on graphics

During 2011 Ofsted, the inspector was highly complementary about the outdoor curriculum and how this was advantageous to our children's learning experiences. This has continued to grow, our curriculum promotes the importance of the children being able to access a wild natural spaces for adventure, to be challenged, discover awe inspiring matter, learn about ecology and sustainability. Our current Head teacher completed her master's degree in 2018 with her dissertation having a focus on the impact of Wild spaces on children's learning and development.

Another teacher has recently completed his master's degree also with a focus on the impact that outdoor space as a resource, has on learning. The findings from their research have been shared and implemented within the nursery and wider across Early years provision, locally, Nationally, and Internationally.

Since the last inspection we have redesigned our immediate outside area to ensure that this space plays an important role in complementing and enhancing the focus we have on the importance of Outdoor learning. We focus on Risk benefits, encouraging children to assess risk and make decisions for themselves.

All key groups plan their own individual outings on a regular basis. We have moved away from one day trip ideas as we want to embed learning through visiting a variety of city places, wild spaces and beach environments regularly. We endeavour to try and maintain our Boat Experience, taking children to the harbourside and river area during the summer term. Usually, finances permitting, we include experiences on boats and travelling through the variety of water features that we have close by, including the docks, River Avon and the Kennet and Avon canal.

## **Actions to continue to move our school forward:**

### **Context of Redcliffe Nursery School**

- Continue to support staff confidence, resilience, morale, and positivity, in the face of significant change and uncertainty.
- Develop a solution focused approach to ongoing changes and ensure that core principles of practice are retained, and that the curriculum continues to be challenging and ambitious despite the constraints and challenges that we are working within.
- Ensure robust succession planning strategies to maintain the stability of the school long term.

### **The Effectiveness of Leadership and Management**

- Continue to embed quality Early Education whilst reviewing the budget and developing a strategic plan to ensure positive budget within year and long-term financial stability for the school.
- To ensure robust succession planning strategies to maintain the stability of the school long term.
- Building Middle Leader capacity for future leadership opportunities.
- Continue to support staff confidence, resilience, morale, and positivity, in the face of significant change and uncertainty.
- Review the budget and develop a strategic plan to ensure deficit recovery and long-term financial stability for the school.
- Establish a stake Holder engagement committee to develop additional sources of revenue.



- Continue to apply for grants/ funds to support our outdoor leaning focus.

### The Quality of Teaching and Learning and Assessment

- To review our curriculum offer, with the whole staff team in preparation for the implementation of a revised EYFS Statutory Framework in September.
- Auditing and developing our Current offer in the light of this, identifying areas of speciality and for development.
- Responsively build on our strategies to support children and families adversely affected by the pandemic, ensuring our recovery curriculum responsively evolves to best meet needs.
- Further develop a real love of books and stories and further support family engagement and understanding with this. Ensure all story times are well pitched, planned and interactive to fully meet the needs of all children.
- Ensure that there is an emphasis on mathematical opportunities to reduce the attainment gap for children from disadvantaged backgrounds.

### Personal Development, Behaviour and Welfare

- Scaffold and support our children's developing metacognition and self-regulation. Embedding characteristics of learning and secure self-belief in readiness for their next phase of education and for a lifelong excitement of learning.
- Further develop strategies to support mental health, well-being and co-regulation in the context of children and families who are experiencing the uncertainty, stresses and long-term effects of a National Pandemic.

### Outcomes for Pupils

- Further develop and embed strategies to support children's language and vocabulary development, ensuring that our learning environment and interactions with children are language rich.
- To Continue to build upon the success of the newly transformed assessment process, this will enable us to track children from 2 years old until they go to Reception. This will also enable us to assess the impact of our under3's provision.
- To build on our highly acclaimed SEND support provision, maintain our skilled SEND support workforce and offer quality family support for these families.