



Holtsmere End Infant and Nursery School Development Plan 2018-2019



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Holtsmere End Infant and Nursery School

Happy learners. Aiming High.

Our Vision and Aims

Our aim is to provide a rich and stimulating learning environment where diversity is celebrated and where each and every child is able to:

- Feel valued, nurtured and cared for
- Feel safe, happy and inspired by a creative and challenging curriculum
- Develop a life-long love of learning
- Receive quality teaching from adults who have high expectations and aspirations for all children, encouraging them to be the very best they can be
- Take risks in their learning and recognise their own key learning qualities of curiosity, imagination, perseverance, resilience and team-work
- Celebrate achievements and learn from their mistakes
- Develop a respectful awareness of the environment, the wider world and its many cultures
- Develop independence and feel prepared to take the next step in their learning journey

Above all we want our children to have fun and enjoy learning and their parents to feel well informed, communicated with and valued.



Parent's views of our school – Parent survey July 2018

My child is happy at this school	My child feels safe at this school
100% Strongly agree/agree	100% Strongly agree/agree
My child makes good progress at this school	My child is well looked after at this school
100% Strongly agree/agree	100% Strongly agree/agree
My child is taught well at this school	My child receives appropriate homework for their age
100% Strongly agree/agree	96% Strongly agree/agree 4% disagree
The school makes sure its pupils are well behaved	The school deals effectively with bullying
97.5% Strongly agree/agree 2% disagree	71% Strongly agree/agree 29% disagree
The school is well led and managed	The school responds well to any concerns I raise
100% Strongly agree/agree	99.1% Strongly agree/agree 0.9% disagree
I receive valuable information from the school about my child's progress	I would recommend this school to another parent
99.1% Strongly agree/agree 0.9% disagree	100% Strongly agree/agree



What people say about our school

'The teachers, assistants and all staff are so friendly and helpful. I would recommend Holtsmere to anyone.'

'Great staff, lovely school.'

'I speak very highly of all the staff at Holtsmere when people ask of opinions.'

'We have absolutely loved the infants school and feel privileged to watch our children flourish in everything they do. This is down to great teaching and a great head teacher.'

'What an amazing first experience of formal education. All the staff I have had contact with have been brilliant with regards to their compassion and willingness to understand any concerns I had around sending my son to school. I could not have hoped for a better outcome.'

'My daughter loves school thanks to Holtsmere End!'

'Amazing school, thank you for all your hard work.'

'All the staff show a caring attitude and communicate well with us.'

'We have always found the school to be welcoming and inclusive; all the staff are friendly and approachable.'

'I am really happy with the school and my child loves coming to the school.'



Holtsmere End Infant and Nursery School Development Plan 2018-2019

Happy Learners. Aiming High.

Key Priorities:

Priority 1:

To diminish the difference between progress and attainment of children in receipt of the Pupil Premium Grant and those children who are not

Priority 2:

To enhance the provision and standards of Speech and Language to ensure positive outcomes across the curriculum

Priority 3:

To raise attainment and standards in the teaching of reading for all pupils

Priority 4:

To further enhance the effectiveness of interventions to ensure that all children are making accelerated progress

Priority 5:

To improve the outdoor provision in Early Years Foundation stage



Priority 1: To diminish the difference between progress and attainment of children in receipt of the Pupil Premium Grant and those children who are not

Objective	Specific Actions	Key dates	Person(s) Responsible	Resource Implication	Success Criteria	Evaluation of impact
<p>Children with SEND and in receipt of PPG will make good progress</p>	<p>Quality First Teaching</p> <p>GAPS analysis</p> <p>Identifying Barriers to learning</p> <p>Ensure that appropriate agencies are working with children and families i.e SALT and Communication and Autism Team</p> <p>Extend opportunities Each child with SEND will have a Learning Support Plan (LSP)</p>	<p>September 2018</p> <p>Ongoing</p> <p>September 2018</p> <p>Ongoing</p>	<p>SENCO, SLT</p>	<p>External agencies £1,000 approx</p> <p>Readit2 initiative – £2,000</p> <p>Numicon trainer training £600</p> <p>ELKLAN training- £150</p> <p>Extra time for S&L LSA £2000 Approx</p>	<p>Ensure that a larger proportion of children are working within Age Related Expectations by the end of Reception and Year 2.</p> <p>Pupils eligible for PPG and with SEND will be closely monitored in terms of progress to ensure that all children make typical progress.</p> <p>Ensure that Phonics acquisition is improved by the end of the EYFS with a higher proportion of children having a good understanding of Phase 3 Phonics.</p> <p>Disadvantaged children will take part in the Readit2 initiative where they will work on a daily basis and revisit</p>	

					<p>appropriate and language rich texts. This will add to their wellbeing and improve language acquisition, encourage discussion and knowledge of characters and story structure.</p> <p>We will gain the advice and support from various agencies such as DESC, Woodfield Outreach, Educational Psychologists, Speech therapists etc for children with SEND</p> <p>Effective and productive intervention programme</p>	
<p>Children in the EYFS and KS1 will make rapid progress and make close to or the same progress and non-disadvantaged children</p>	<p>Quality First Teaching</p> <p>GAPS analysis</p> <p>Assessing Barriers to learning</p> <p>Close relationships with parents through Nurture and Links Family Service</p> <p>Ensure that appropriate agencies are working with children and families i.e SALT and Intensive families first</p>	<p>September 2018 Ongoing</p> <p>September 2018 Ongoing</p>	SENCO, SLT	Numicon trainer training £600	<p>Ensure that a larger proportion of children are working within Age Related Expectations by the end of Reception and Year 2.</p> <p>Pupils eligible for PPG will be closely monitored in terms of progress to ensure that all children make typical progress.</p> <p>This will be evidence through termly cohort analysis, half termly pupil</p>	

					<p>progress meetings and separate PPG monitoring.</p> <p>Ensure that Phonics acquisition is improved by the end of the EYFS with a higher proportion of children having a good understanding of Phase 3 Phonics.</p> <p>Effective and productive intervention programme</p>	
<p>Children in vulnerable groups will have adequate and appropriate support resulting in increased attendance at school.</p>	<p>Track and evaluate the attendance of vulnerable groups.</p> <p>Engage the AIO, send letters and hold termly Attendance Surgeries</p> <p>Whole staff trained and refreshed in the 'Step On' approach to promote consistency and communication in dealing with all behaviours.</p> <p>Engage with DESC and Woodfield and Colnbrook outreach services</p> <p>Employ Child Counselling services</p> <p>Engage with Parents to</p>	<p>September and ongoing</p>	<p>HT, Attendance Officer, Office Manager</p>	<p>Attendance Officer £1000</p> <p>Links Family Service £1500</p>	<p>Improved attendance so that the level of attendance of those eligible for PPG is at least in line with National levels (96%) by the end of the academic year.</p> <p>To ensure that behaviour incidents are dealt with in a consistent manner with the support of external behavioural agencies (DESC)</p> <p>Child protection issues are well managed and in line with school policy. CPOMS</p> <p>PPG children with additional needs to have these met through a combination of external</p>	

	identify barriers and support				agencies, internal 1:1 support and therapeutic support. Enlist the support of Links Family Services and undertake Families First Assessments where necessary	
Mid point review of Priority 1		Strengths & evidence of impact			Areas of continued focus	
		1.			1.	
		2.			2.	
		3.			3.	
Final point review Priority 1		Strengths & evidence of impact			Areas of continued focus	
		1.			1.	
		2.			2.	
		3.			3.	



Priority 2: To enhance the provision and standards of Speech and Language to ensure positive outcomes across the curriculum

Objective	Specific Actions	Key dates	Person(s) Responsible	Resource Implication	Success Criteria	Evaluation of impact
Ensure that all staff are aware of Speech and Language needs in our school	Raise awareness of S&L developmental stages SENCO and S&L LSA to deliver in house CPD to inform staff of where the children should be at this point and what they should be and what we can do to move them on.	October 2018	SENCO, S&L LSA	½ hour overtime payment for certain LSAs	Learning Support Assistants will have an increased awareness of S&L needs and their role in the children making progress.	
	Fortnightly Team meetings to promote professional dialogue and awareness of Communication and Language element of the Development Matters document	September 2018 Ongoing	FS Leader			
To provide Additional Speech & Language support	Timetable extended for trained Speech and Language Learning Support Assistant	September 2018	SENCO	1 x extra day H3 rate	Speech and Language Learning Support Assistant will have adequate time to carry out assessments, work with children and monitor progress	
	1 x LSA undertaking	October 2018	SENCO	£350	LSA will have a greater	

	ELKLAN training				understanding of S&L needs and assist S&L LSA	
Take part in NELI (Nuffield Early Language Intervention) Project	Information sheets (including opt out form) to be sent to parents	By September 2018	Office staff	Paper	Additional Speech and Language Needs will be identified	
	Initial screening by schools of all children in all classrooms, using ATLAS	Screening to be completed by 5 th October	Reception teachers			
	Individual assessments of children allocated to NELI, based on ATLAS screening – 10 children	Assessments will begin on 15th October and must be completed by 2nd November		N/A		
	Schools notified of their allocation to Intervention or Control group	November 2018		N/A		
	Two-day training for Teaching Assistants (TAs) in Intervention classrooms. Teachers also attend for first half day (Elklan)	November 2018		Additional hours for extra TAs to cover Approximate cost £300	Training will be given in order to deliver specific intervention effectively	
	TAs deliver NELI over 20 weeks	Intervention begins w/c 7 th January 2019, finishing on w/c		N/A	Interventions will be delivered successfully	

	Post assessment screening of all children in all classrooms, using ATLAS	24 th June 2019 Late June and July 2019.		N/A	Progress will be monitored and the impact of the intervention considered	
Introduce the Readit2 initiative	Identify and purchase Key texts to be used for Nursery children (first term – multiple copies of 4 texts from pre-school list)	Sept 2018	SR	Books to be purchased as needed	Choose books which reflect interests of the children and are appropriate Ensure books are easy for the children to recall	
	Identify and purchase Key texts to be used by Reception children (first term – multiple copies of 3 texts from pre-school list)	Sept 2018	SR	Books to be purchased as needed	Choose books which reflect interests of the children and are appropriate Ensure books are easy for the children to recall.	
	Identify the groups of children in Nursery and Reception (PPG)	Sept 2018	SR FS Teachers	Time	Children will have the opportunity for 1-1 adult time	
	Teachers in Nursery and Reception to carry out baseline assessment on children identified to take part in scheme.	Sept 2018	SR and FS Teachers	Time	Carry out Baseline to ensure effective monitoring of progress	
Assign Adults that are	Sept 2018		Time	Choose appropriate adults		

	<p>available to read with children each day Devise a timetable ensuring each child has a reading buddy each day.</p> <p>Carry out environment audit in nursery and reception.</p> <p>Once reading buddies have been established carry out monitoring of sessions</p>	<p>October 2018</p> <p>Oct/Nov 2018</p>	<p>SR</p>	<p>Time and possible display resources</p> <p>Time</p>	<p>with particular children in mind facilitating positive relationships</p> <p>Ensure Nursery and Reception reading and literacy areas promote early reading Create cosy reading areas created for reading buddies to use Ensure that Core books available at all times for children to revisit and read</p> <p>Ensure Programme is monitored so that effectiveness is maintained Leader to identify any other further training needs</p>	
<p>Mid point review of Priority 2</p>		<p>Strengths & evidence of impact</p> <p>1.</p> <p>2.</p> <p>3.</p>		<p>Areas of continued focus</p> <p>1.</p> <p>2.</p> <p>3.</p>		

Final point review Priority 2	Strengths & evidence of impact	Areas of continued focus
	<ol style="list-style-type: none"><li data-bbox="790 204 824 228">1.<li data-bbox="790 284 824 308">2.<li data-bbox="790 363 824 387">3.	<ol style="list-style-type: none"><li data-bbox="1223 164 1256 188">1.<li data-bbox="1223 244 1256 268">2.<li data-bbox="1223 323 1256 347">3.



Priority 3: To raise attainment and standards in the teaching of reading

Objective	Specific Actions	Key dates	Person(s) Responsible	Resource Implication	Success Criteria	Evaluation of impact
To improve guided reading provision	Re-arrange daily timetable to facilitate protected time and review	September 2018	All teaching staff	N/A	The re-arranged timetable will facilitate adequate time for an undisturbed session	
	All teachers to attend training with HFL English Advisor Ruth Goodman	October 2018	NOC	Part of Supersaver support package approx. £500 with follow up support	Teachers will gain a better understanding of how to plan and deliver successful Guided Reading sessions which are age appropriate	
	Follow up Peer observations of Guided Reading	½ termly successful learning checks Subject leader times	All teachers NOC to timetable	N/A	All staff will gain a better understanding of Guided Reading in other classrooms/year	

	Purchase of Guided Reading Resource boxes	September 2018	FT	£200	groups. They will also observe and learn different teaching techniques which could have a positive effect on their learning Teachers will be able to plan for inference and deduction using appropriate resources. Children will work with appropriate and engaging resources to enhance their learning	
To improve the content and delivery of reading comprehension lessons particularly in Year2	Timetable a Reading Comprehension session per week Monitor sessions and impact	September 2018 Drop in sessions	FT/SS	N/A	Children will learn to answer comprehension questions skilfully and with confidence	
To introduce the Read it 2 initiative	Introduce and train Year 1 staff to work with selected children in Reception	Whole school training July 2018 November follow up	SR/NOC	£2000	Children will build up a relationship with a trusted adult through the medium of sharing familiar books	

	Source (in school) and purchase where needed sets (12) of specially selected books	March follow up September 2018	SR/NOC	£300 approx	Children will begin to recognise key words, story structure, character traits and be able to compare stories. They will be able to use the rich illustrations and language to deduce and infer naturally This technique will also have the dual outcome of providing a short, nurturing session several times a week.	
Mid point review of Priority 3		Strengths & evidence of impact		Areas of continued focus		
		1.		1.		
		2.		2.		
		3.		3.		
Final point review Priority 3		Strengths & evidence of impact		Areas of continued focus		
		1.		1.		
		2.		2.		
		3.		3.		



Priority 4: To further enhance the effectiveness of interventions to ensure that all children are making accelerated progress

Objective	Specific Actions	Key dates	Person(s) Responsible	Resource Implication	Success Criteria	Evaluation of impact
Consider which interventions are needed	Data check to determine which children require interventions, identify any particular focus groups who are not making expected progress i.e Disadvantaged Boys	September 2018	Teachers/SLT	N/A	Data monitored and children with learning needs identified	
	SENCO to work with teachers and devise programmes/work plans for specific children	October 2018 and ongoing	SENCO	N/A	Teacher will discuss with SENCO individual children and certain aspects of their learning which need to develop	
	SENCO and teachers to devise a workable timetable during assembly time to deliver programme of interventions	October 2018 and ongoing	SENCO and teachers		Any issues with timetables should be identified and eliminated to ensure that the timetable is successful	

<p>To train Learning Support Assistants to deliver specific interventions</p>	<p>After devising programmes for specific children SENCO to speak with Learning Support Assistants to ascertain their skills and learning needs</p> <p>Devise a programme of training, set date and deliver it</p>	<p>October 2018 and ongoing</p> <p>October 2018 and ongoing</p>	<p>SENCO/SLT</p>	<p>N/A</p>	<p>Audit of Learning Support Assistants skills and learning needs</p> <p>Staff will feel appropriately trained to deliver effective sessions</p>	
<p>To ensure that interventions are effective</p>	<p>Baseline assessments</p> <p>6 weekly monitoring</p> <p>Drop ins</p> <p>Set specific, achievable targets</p> <p>Incorporate interventions into Learning support plans</p> <p>Measure of impact by considering baseline and progress made</p>	<p>October 2018 and ongoing</p>	<p>SENCO/SLT</p>	<p>Possible programmes downloaded</p> <p>School is well resourced and therefore there should be no requirement to purchase additional resources</p>	<p>Baseline assessment completed</p> <p>Interventions delivered regularly</p> <p>Monitoring of progress by comparing baseline with end of 6 week block progress</p> <p>Regular drop ins and observations to ensure that deliver is dynamic</p>	
<p>Deliver Numicon interventions throughout KS1</p>	<p>Maths Lead to attend Numicon trainer training</p> <p>Train staff</p> <p>Construct a timetable</p> <p>Monitor the 12 week programme using observations and a baseline to measure children's progress</p>	<p>November 2018</p> <p>November 2018 onwards</p> <p>Ongoing</p>	<p>Maths Lead</p> <p>Maths Lead and SLT</p> <p>Maths Lead and SLT</p>	<p>£550</p> <p>1 day supply £150</p> <p>N/A</p> <p>N/A</p>	<p>Staff will feel appropriately trained to deliver effective sessions</p> <p>Staff will deliver sessions according to a workable timetable</p> <p>Children's progress will be measurable</p>	

Mid-point review of Priority 4	Strengths & evidence of impact 1. 2. 3.	Areas of continued focus 1. 2. 3.
Final point review Priority 4	Strengths & evidence of impact 1. 2. 3.	Areas of continued focus 1. 2. 3.



Priority 5: To improve the outdoor provision in Early Years Foundation stage (Herts Early Years Quality Mark – Gold)

Objective	Specific Actions	Key dates	Person(s) Responsible	Resource Implication	Success Criteria	Evaluation of impact
Maintain a natural environment	Natural resources specifically for the outdoor environment in place	Autumn 2018	SR/ NOC	£1500 – resources £750 –gold Award	In line with research resources will reflect the natural environment and illicit different learning opportunities to those indoors	
	LSAs take responsibility for designated areas	Autumn 2018 and ongoing	SR	N/A	Staff will have greater understanding of what is expected in the outdoor environment and take ownership of the area they are responsible for	
	Open ended resources available for all areas developing skills	Autumn 2018 and ongoing	SR and Early Years Team	£500 approx	Staff will have a better awareness regarding the types of resources to use. Resources which challenge the children and illicit more effective learning opportunities.	

	Developing planning for continuous provision	Autumn 2018 and ongoing	SR and Early Years Team	N/A	Staff will consider resources on a 'what skill will they learn from this?' basis.	
	Undertake learning environment audit and compare with 'Silver Award' findings. Seek advice from Mentor- Hayley Yendall	Autumn 2018 and ongoing	SR and Early Years Team	£750 Gold Award	All staff will be involved in the planning process and and have a better understanding and take greater ownership of their role through fortnightly planning meetings and daily team updates	Staff will receive advice from Mentor on how to construct the most effective outdoor learning environment which will impact positively on the children's learning and wellbeing
Improve interactions to facilitate learning and engagement at all times	Fortnightly key stage meetings	Commence Mid Sept	SR	£1000 approx cost of course	Learning Support Assistants well informed and opportunity to ask questions about practice	
		Autumn 2018	SR			
	LSA CPD 'ABC Does'	Autumn 2018	SR/NOC			
		September	SR/NOC			

	<p>Book HFL questioning and interaction courses</p> <p>LSA Observation and Performance Management focus</p> <p>Peer observations</p>	<p>2018</p> <p>Autumn Term</p> <p>Autumn Term and ongoing</p>			<p>Assistants/Nursery Nurses will receive training on up-to-date practice</p> <p>Staff will be trained to engage and question appropriately ensuring that optimum learning opportunities are taking place</p> <p>Staff will have the opportunity to learn from their peers and share best practice</p>	
<p>Encourage a culture of risk taking</p>	<p>Book HFL course on risk taking</p> <p>Arrange in house training</p> <p>Engage HFL Early Years Mentor to speak with Early Years Staff</p>	<p>Autumn Term and ongoing</p>	<p>SR/NOC</p>	<p>£200 approx</p> <p>Part of £750 Gold Award fee</p>	<p>Staff will have a better understanding of risk taking and its positive learning implications particularly in the outdoor environment.</p> <p>Staff will feel better informed in allowing children to engage in effective outdoor learning with appropriate health and safety modifications in place.</p> <p>Effective questioning</p>	

	Appropriate resources and modelling of a risk taking environment and questioning	Ongoing	SR		will encourage risk taking Staff will learn from their peers and feel informed and empowered to follow	
Mid-point review of Priority 5		Strengths & evidence of impact		Areas of continued focus		
		1.		1.		
		2.		2.		
		3.		3.		
Final point review Priority 5		Strengths & evidence of impact		Areas of continued focus		
		1.		1.		
		2.		2.		
		3.		3.		

Key priority	Milestones		
	December 2018	April 2019	July 2019
1.To diminish the difference between progress and attainment of children in receipt of the Pupil Premium Grant and those children who are not	<ul style="list-style-type: none"> Identify Barriers to learning Quality First Teaching – Drop ins Monitor attendance – Letters sent and Meetings with Parents Meet with Attendance Officer Engage with External agencies if required (Behaviour, S&L support, counselling) Commence Intervention Programme and undertake reviews Monitor Progress and attainment data Parents evenings 	<ul style="list-style-type: none"> Quality First Teaching – Drop ins Monitor attendance – Letters sent and Meetings with Parents Meet with Attendance Officer Review Interventions Monitor Progress and attainment data Parents evenings 	<ul style="list-style-type: none"> Quality First Teaching – Drop ins Monitor attendance – Letters sent and Meetings with Parents Attendance Officer to attend New to school meetings EYFSP data KS1 progress and attainment data Reports Review of external agencies service
2.To enhance the provision and standards of Speech and Language to ensure positive outcomes across the curriculum	<ul style="list-style-type: none"> Extend S&L LSA hours Enrol 1 LSA on ELKLAN training Undertake ELKLAN screening and submit results Monitor progress 	<ul style="list-style-type: none"> 1 LSA to complete ELKLAN training Monitor progress March Data 	<ul style="list-style-type: none"> Undertake NELI assessment and compare progress NELI Project completed Consider EYFSP results
3.To raise attainment and standards in the teaching of reading for all pupils	<ul style="list-style-type: none"> Work with English Advisor and observe Guided Reading lessons Follow up visit Re-arrange timetable to facilitate effective Guided Reading sessions Purchase more reading scheme books Introduce Readit2 initiative Follow up Readit2 training Pupil Progress meetings December Data 	<ul style="list-style-type: none"> Monitor Read it2 progress Peer observaitons of Guided Reading sessions March Data 	<ul style="list-style-type: none"> EYFSP results KS1 SATS results Progress data

<p>4. To further enhance the effectiveness of interventions to ensure that all children are making accelerated progress</p>	<ul style="list-style-type: none"> • Use data to determine which interventions are required • Create a timetable to facilitate a 6 week programme • Provide training and resources for LSAs working with children • Undertake a baseline assessment • Monitor Progress 	<ul style="list-style-type: none"> • Maths Lead to train LSAs in Numicon intervention • Numicon intervention to begin • Undertake a baseline and review after 6 weeks • Monitor progress • Begin Phonics Boosters 	<ul style="list-style-type: none"> • KS1 SATS results • Progress data
<p>5. To improve the outdoor provision in Early Years Foundation stage</p>	<ul style="list-style-type: none"> • Undertake learning environment audit and compare with 'Silver Award' findings. Seek advice from Mentor- Hayley Yendall • Undertake LSA training from Hayley Yendall • GAPS analysis • Fortnightly Key Stage Meetings • Purchase natural resources with open ended use • Develop effective Continuous Provision Plan 	<ul style="list-style-type: none"> • Begin work on Herts Early Years Quality Mark Gold Award • Drop ins and observations of LSAs based on EY Advisor training • GAPS analysis • Peer observations • Review planning – Is it effective and useful particularly for LSAs? 	<ul style="list-style-type: none"> • Achieve Gold Herts EYQM • EYFSP results • Leuven scales