

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

Key priorities (intent)	1 To improve the quality of Teaching and Learning	2 To embed the LH & S Federation Curriculum and Assessment Systems	3 To build staff resilience, professional confidence and accountability	4 To ensure financial sustainability of both schools in federation	5 Inclusion: To adapt our service provision to serve the increased percentage of children with additional needs within our cohort.
Success criteria (impact)	<ul style="list-style-type: none"> • All children will make good progress, display high levels of involvement, and engagement in learning. • Children with additional needs make significant progress. • All children are able to communicate and express their needs and interests using an ambitious range of vocabulary. • All children can use a range of vocabulary related to each learning area. • All children will demonstrate secure attachments and a sense of belonging. • All children are able to apply mathematical concepts and language to their learning • All children are able to co-regulate with the support of familiar adults. • All children new to speaking English make rapid gains in their speaking skills 	<ul style="list-style-type: none"> • All children will access ambitious, well-structured and sequenced curriculum • All practitioners can apply strong subject knowledge to their teaching in all curriculum areas • All children are supported towards meeting developmental milestones • All practitioners can articulate the rationale for our identified curriculum goals and key teaching strategies e.g. core books and continuous provision • Practitioners use assessment of children learning effectively to provide greater challenge, particularly when developing vocabulary and speaking skills • All children make good progress towards curriculum goals • All practitioners can articulate their key children's learning and progress (assessment), their role as practitioner (teaching) and the impact of the provision offered • All parents are well informed regarding their children's learning and progress 	<ul style="list-style-type: none"> • Leaders roles and monitoring responsibilities are clearly documented and implemented. • Governors roles and monitoring responsibilities are clearly documented and implemented. • All staff demonstrate a clear understanding of their roles, responsibilities and key priorities • Staff are well informed of relevant local services and able to signpost families. • Roles shared across the federation are effective and manageable 	<ul style="list-style-type: none"> • Bristol children have access to high quality, inclusive nursery school education provision in their local area. • Nursery Schools budgets balance in year • Plan for reduction in nursery school's historic budgets is in place 	<ul style="list-style-type: none"> • Children with additional needs make significant progress. • Children with additional needs will access an ambitious, well-structured and sequenced curriculum • Practitioners use assessment of children's learning effectively to identify children's next steps precisely and adapt their teaching and interactions appropriately. • All areas of the nursery environment are suitably accessible • All members of staff are confident and effective in teaching children with additional needs