

LITTLE FISHES SCHOOL IMPROVEMENT PLAN 2024-2025



Context overview:

The School Improvement Plan establishes priorities for the next year, whilst identifying future possibilities and gives measurable actions to these priorities. It helps us allocate funds, demonstrates our continuous improvements to overseeing agencies and allows the steering group and trustees to monitor progress.

It is a dynamic, working document which will change as priorities shift and will be regularly reviewed half termly with the Nursery senior leadership team (SLT) and termly by the steering committee (SC). The final column will be added to during each review.

Little Fishes Nursery School is provided by St James Church Rowledge. The 9 regular staff and 2 bank staff are employees of St James church PCC, managed and supervised by the manager who is accountable to a steering committee (SC)

The senior leadership team (SLT) consists of the manager, deputy and business administrator.

The steering committee consists of Dr. Rev. Steve Green (St James' vicar), Karen Fewster (St James' church warden), Sarah Oliver (Headteacher, Rowledge Primary School)). Emily Scotcher (business administrator). Steve Green is Safeguarding officer and GDPR.

The regular staff include **Amber Delves L6** (QTS- BEd (Hons), Manager, EY Designated Safeguarding Lead, H&S officer, fire safety officer,), **Lucy Burrage L4**, (Deputy manager, Deputy EY Designated Safeguarding lead, SENCO) **Emily Scotcher U**, (Business Administrator, GDPR coordinator), **Amy Bowers L3** (SEN assistant), **Lucinda Briggs L6** (Nursery Assistant) (Returns from mat leave Oct 24) **Katie Coffey L3** (Nursery assistant, deputy SENCO), **Eva Coll L3** (Nursery Assistant), , **Charlotte Sylvester U** (Nursery Assistant). **Nessie Wilson L3** (Nursery Assistant). Bank staff: Hilary Caines L6 Sarah Patten U

September 23: 34 on role and full by Spring 1 (September 2022 :30 children on role in Sept) (Sept 23: 23 children registered in advance)

September 24: 30 on role / Jan 25=33 registered (Sep 25: 23 pre registered)

Key actions from last Ofsted:

- Continue to embed the changes made to the tracking system to ensure that all the children continue to make the best progress possible: Since the last inspection changes to the EYFS framework have resulted in us developing our own method of tracking children, using Tapestry to make regular observations and reviewing progress half termly, proactively picking up any children we are concerned about. . We will continue to embed and develop this system.
- Help children to develop a greater understanding of the impact that highly effective hygiene routines have on their good health. Since the pandemic all children (and staff) have a greater awareness and understanding of the need for good hygiene. We will continue to make this a priority and review our procedures and routines regularly, making changes where necessary.

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Priorities, Progress and achievements during last year 2023-2024

Previous SIP focus:	Progress and achievements:
To continue work on child well-being,	Appointed child well being champion, completed training. Implemented zones of regulation, emotional support resources, personal now and next boards, with supporting resources. Introduced Makaton to help children express themselves.
Challenging more able/older children.	Improve access/storage of resources to promote independence. Developed Nemo group. Had more times in day with older children. Curriculum aspiration.
improved support for home learning, communications and partnership work with parents (including encouraging a two-way process in Tapestry).	Staff feel greater parental engagement and two way process on tapestry. Good parent support with forest, green fingers and story time supported by parent volunteer
Increased working with church	-the church have experienced a major personnel change so most of our interactions have been establishing new working relationships with new treasury team, new vicar, new building team and still no youth worker. Amber has attended PCC meeting and a programme of planned reporting now in place
Promote diversity and inclusiveness in the setting.	A diversity and EAL champion now in place. A focus of one of the curriculum aspirations. More books. World celebration. Swedish affirmations/phrases. Need to increase our parents comms for this
To become more environmentally friendly and develop sustainable eco practises	More natural resources used in curriculum and outside area. Outside furniture recycled and/or home made from natural materials. Replaced single use aprons with cloth. Digitalising-reducing paper
To improve and develop our outside area and forest provision.	Purchased a boot rack. Level 3 forest trained practioners planning and leading forest curriculum. Curriculum aspiration focus.
To continue to streamline processes and digitalise to reduce workload, improve outcomes for children and improve financial viability.	Digitalised assessment,
Improve outside area resources and storage.	Parents purchased a choosing shed. Parents helped at DIY day to revamp all outside equipment. Parents fundraised for new fence

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Parents survey result

Parents responses/priorities from the July 2024 Parent survey

Parents really value (collated from comments sections)	100% parents agree:	Since 2023 we are proud to have improved in...	We score highly but would like to improve...
<ul style="list-style-type: none"> • The progress all children make in our setting • The confidence that children gain and how happy they are • The amazing activities and opportunities- Spark, forest, cooking, trips • Excellent working team- happy, kind, nurturing, friendly, caring, above and beyond 100% love being part of this team and couldn't improve it! • The outdoor space more challenging now, better appearance, better sectioning and better used. • Good parents and community involvement 	<ul style="list-style-type: none"> • We encourage independence, confidence and social skills • We encourage children to be healthy and physically active • We help children to make good progress. • LF is stimulating and challenging, that the outside area is well resourced and meets children's needs, are aware of our safeguarding policy and procedures, think LF is a safe place • Feel that the staff are approachable and they can chat to staff about children's learning and share other concerns. • Parents are aware of their children's next learning steps, kept well informed, feel involved in their education and that we help with home learning ideas. 	<ul style="list-style-type: none"> • Percentage of parents engaging with survey, forum and fundraising. • Parents feel the settling process has improved along with the progress their child makes, encouragement to be healthy and active and the safety at LF. 	<ul style="list-style-type: none"> • Parents views on awareness of how we promote BV and foster an understanding of differences and diversity • Working with parents to improve our engagement and response to the parents' newsletter, parents' forum and parents knowledge of how we cooperate and build relationships with our partner schools. • We are working on developing the children's thinking skills, their ability to articulate what they are learning and improving adult child listening and communication. • Building our relationship with the church and reflect on our Christian distinctiveness.

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Staff survey result and priorities

Staff responses/priorities from the July 2024 survey

100% of staff agree that:	Although we still score highly in the following areas we would like to work on:
<ul style="list-style-type: none">• Staff treat each other and children with respect.• Staff support each other in professional learning.• We work effectively with children with SEN.• We understand safeguarding and child protection practises.• We listen to suggestions and make changes.• Children are encouraged to treat each other with respect.• Staff communication is effective at all levels, including between parents and staff and manager and staff.• They understand the vision and values.• Staff are involved in per monitoring and the settings self-evaluation (higher than last year).• Children are provided with experiences which meet their learning and development needs (higher than last year).• Staff members effectively engage all parents in their child's learning.• Parents and staff treat each other with respect.	<ul style="list-style-type: none">• Managing all children's behaviour• Ensuring all children are engaged in their learning, including planning and the learning process• Improving the manageability of workload

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Summary of main priorities and focus for this academic year 2024-2025

These priorities are identified through the parent survey, staff survey, staff meetings, Parents forum and training feedback from staff.

- Continue to develop nursery/staff communications, in multiple formats and methods. Be aware of parents who need extra support. Encourage all parents to engage with Tapestry. Encourage greater attendance and participation in the parents' forum.
- Improve the way we communicate how we promote British values, equality and inclusion, and how we teach children how to be safe.
- Develop the process and language of learning and characteristics of effective learning.
- Develop staff competence and confidence in teaching thinking skills, listening to the children's ideas and especially sustained shared thinking.
- Continue awareness of staff and children's wellbeing and be responsive to strategies to improve these Monitor staff workload and make improvements, wherever possible. Promote good attendance. Increase staff awareness of working reflectively.
- Embed and review the new curriculum, ensuring all children make effective progress.
- Continue to digitalise and review and update the website

Explanation of terms:

Intent: an area we have identified as being a priority in our development

Implementation: How will we do this? (Steps towards intent/ who will implement and costs)

Impact: What will it mean for our children? Expected outcome. (Who responsible/Date to be archived and how we know we've achieved it?)

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Aspiration 1: To prioritise the safeguarding and inclusive nature of Little Fishes with particular focus on nurturing and wellbeing aspects of the provision							
Intention steps	Implementation: By the end of Autumn term	Implementation: By the end of Spring Tern	Implementation: By the end of Summer Term	Monitoring/ Evaluation by: Staff Steering group	Impact:	Resources	To continue on 25-26 SIP
Continuous priority of safeguarding	To use audit to identify strengths and weaknesses in our safeguarding procedures and practises	To build on and develop the role and confidence of Steering Group in leading good practise in safeguarding	Add water safety into Review policies through a LAC/PLAC lens/filter curriculum	Review HCC safeguarding audit KF- Identify any areas of trustee practise that require action. Each DSL ID and undertake training with view to lead whole staff on topic	Excellence in safeguarding. Children are protected and safe in setting. Trustees are confident and competent in practise	HCC safeguarding auditing toolkit Techosaurus resources Water safety resources Training budget Rowledge head to run safeguarding refresher	
	Build online safety into curriculum earlier in term- explore Techosaurus resource	SENCO and dep SENCO to carry our VS attachment training for LAC	Review way we work with parents ot support safeagurding practises				
To promote wellbeing and nurture for all children and staff	Review settling process with new cohort	SENCO and deputy SENCO to have completed attachment training	Staff wellbeing day tbc Introduce FA refresher with forest focus	High parent satisfaction in induction process Parent/ child separation improved	Little Fishes 'feels' like a good place to attend and work at anecdotally. Children are happy to come into LF and are happy to separate from their parents.	Manager time Training budget Staff fund for wellbeing day Forest school practioners to train/run first iad/h &S refresher	Can this extend to parents? Parenting classes Trauma and attachment training

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	To establish a well-being board - how are you doing today? For children and staff	Identify further training opportunities for wellbeing champion.			Staff continue to feel supported and enjoy working at LF		and focus for whole staff-autumn term? https://www.hants.gov.uk/healtheducation public health programme for all early years and school settings in Hampshire.
To develop the inclusiveness of the setting for EAL and bilingual, closing the gap	Staff to audit the nationalities, family needs, lived experiences. Are they reflected in setting? Method to embed/combine inclusion plan into SDP	Develop Bilingualism awareness.		Diversity and inclusion audit Parents contributing to diversity offer/cultural capital	EAL children make good progress across all the curriculum	Training on antibiotics education EAL Can parents work with groups as well?	
	Establish Makaton sign of the week						
To ensure that all children with any SEN/ disadvantaged make expected progress in line with their peers	To embed use of monitoring tools eg Solent trust S7L assessment where a KP has concerns	SLT to monitor progression through curriculum		SENCO to monitor and feedback to SG	SEN children make progress in all areas of the EYFS		
	Audit curriculum to see if any adaptations need to be made for SEN	Visual reminders for SEN of routines/safety rules					

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To promote diversity and inclusiveness within the setting	Complete an equality audit & identify action for year.	More rep. resources, dolls books, dressing up etc			Achieve a more integrated approach to promotion inclusiveness		
	Develop a display area' where in the world' about the different countries people are from	Develop our parent comms on BV and diversity					
To encourage good attendance and punctuality	Establish gentle staff questions/prompt around lateness						

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Aspiration 2: To improve the quality of teaching, learning and assessment							
Intention steps	Implementation: By the end of Autumn term	Implementation: By the end of Spring Tern	Implementation: By the end of Summer Term	Monitoring/ Evaluation by: Staff Steering group	Impact:	Resources	To continue on 25-26 SIP
Embed and review new curriculum, for curriculum balance and resources provision	Identify how POS is covered in curriculum			SLT &MM review	Staff can confidently articulate how the curriculum covers the POS and how children can progress through activities	Time for meetings	Recording childrens progress through the milestones
	Build a visual record of how curriculum is delivered						
	Oct-review cohort and see if C needs tweaking	Focus on moving children between areas	Review the curriculum and check progression through				
Improve the staff knowledge and accessibility of resources	Audit aspirations to check each milestone has enough resources	Focus on what materials can help support or extend milestones	Review the KTW topics and theme resources	On target	Resources are easily identified and accessed. Staff know where to find support/extension materials	Management time	
	Audit, Review and organise the maths and literacy resources in line with new curriculum						
To develop opportunities in provision, including forest offer	Add extra forest session as regular offer during week	Expand cooking offer/ Opportunities, extend plan to morning opportunities	Can we run a morning forest session during summer months?	MM review	More opportunities for children to experience forest fun	Staffing for extra forest session	Eco school
	Develop indoor soft play resources to promote GMS					Soft play resources	
To develop outside provision, garden area, physical activity	develop cosy/reading area develop children’s choosing cupboard	Build in GMS (esp pushing and pulling)activities that can be carried out inside/resources/ can we borrow practise from gym	Develop outdoor provisions for emotions and zones of regulation	Observations to check area is encouraging GMS development	The outside space equals inside for providing learning and development opportunities across the EYFS.	Resources to encourage GMS/pusing/pulling	
	Identify new learning opps for toll use e.g carpentry skills						

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To develop whole staff confidence and raising standards in areas identified as weaker by staff monitoring	Raise whole staff confidence and awareness in early phonics teaching. Literacy focus through out term		Training Focus on schema	MM monitor staff skill level, confidence and identify further needs	Chn can articulate what they are learning (rather than doing) Whole staff confident in dealing with challenging behaviour. Staff confidently and intentionally use behaviour toolkit/strategies. Improved consistent activities on GMS	Reception teacher to run training	Training opportunities: Healthier pupils who make good progress in GMS
	Focus on strategic thinking and the language of learning/ CoET&L	Behaviour management-develop low arousal/low demand techniques across staff		Focus for peer observations		Training for shared sustained thinking	
To place a greater focus on challenging our older children's development and learning	Explore resources& training: challenge more able children.	Launch 'reach for the stars' programme	Consider how we promote and develop shared thinking activities&	Staff ideas collated by MT. Programme launched. Use HCC training June 23 as 2YO audit tool	Confident that we are providing stretching, challenging activities for children in range 4/5/6? The provision is balanced equally for the needs of 2/3/4-year olds. School visit – ask same questions?	Analyse ways to promote independence and self-care skills Whole staff training on child development	
Continue to monitor and review our Observations, assessment, planning cycle to ensure its effective	Review and develop next steps grids in line with new curriculum	Develop a system of cohort tracking G&B, 2YO/3YO/4YO to ensure progress	Revise assessment methods, and analyse effectiveness.	Staff asked for feedback at half termly tracking sessions	Confidence in our Observation, Assessment and planning cycle. Efficient working process. Staff feedback paperwork is more manageable	Can we start to gather cohort data on expected/ above attainment and then use this to track progress or is this too work intensive?	
	What percentage of children are on track to achieve our goals?	Add SEN/disadvantaged/E AL to cohort tracking if poss.					
	? How do we need to communicate milestone reached to parents						

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Build in reflective practise	Review with AB Identify opportunities for reflection	Explore use of Tapestry for reflections?	TBA	Staff survey	Anecdotally staff 'feel' we are working more reflectively.	Training for lead staff on reflective practise Opportunities to share reflective time	
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Aspiration 3. To continuously improve the quality of leadership and management							
Intention steps	Implementation: By the end of Autumn term	Implementation: By the end of Spring Term	Implementation: By the end of Summer Term	Monitoring/ Evaluation by: Staff Steering group	Impact:	Resources	To continue on 25-26 SIP
To improve and upskill LF SLT in reviewing and monitoring the curriculum.	Embed system of learning walks and observations from Summer term	Introduce peer observations for curriculum area	Embed peer observations	SLT & MM review at meetings	Continuing to build practise of learning from peer expertise. Contributes to continuous improvement.	Plan Learning walks and observations	Can we take on an apprentice?
To use Tapestry for maximum effect in setting	Training and implementing the use of Tapestry to record child accidents, registration, care diary	Embed use of Tapestry for infrastructure	Visitor sign in?	Accident recording on Tapestry	Improved use of Tapestry	Training time to complete Tapestry training modules for lead staff	
Digitise infrastructure	Registration process online/ including background form	Development of expenses process Explore a process to move registration to Microsoft forms	Identify opportunities to further digitalise financial infrastructure.	Staff/ personnel records fully digital. Digital expenses system.	Staff time is taken up with less administration. Improved efficiency. Cost cutting. Less paper used in setting	ES/ AF to assess financial impact/savings and investigate further digitalisation	Xero or PLA for payroll?
Develop and improve website	Update photos of the setting- embedded in home page as scrolling Show case parent reviews	Write copy for new pages/ new photos	Add application forms etc through website	New video on website Review social media use. Refresh posters and fliers Present at RVF	Full nursery Increased local awareness of Little Fishes to promote admission, community cooperation/involvement	Budget-ES time plus expert input and training as required	Social media champion-other platforms?

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Aspiration 4: To foster a greater attitude of partnership working and champion our Christian distinctiveness							
Intention steps	Implementation: By the end of Autumn term	Implementation: By the end of Spring Term	Implementation: By the end of Summer Term	Monitoring/ Evaluation by: Staff Steering group	Impact:	Resources	To continue on 25-26 SIP
Identify opportunities to enhance Christian distinctiveness of Nursery	Navigate church staff change. Appoint a member of the SG responsible for Christian distinctiveness.	Review with vision and values with appointed person Methods to Communicate the vision and values (values on planning)	Continue to establish church staff involvement in stories and curriculum/activities. Monitor and identify where more links can be made with church.	TBC/AD to review the Christian distinctness of the setting. Visits from Christian dis. lead Use diocesan list on improving links with preschools	The vision and values of the nursery become embedded in practice. The PCC (and church) have a more hands on leadership and greater knowledge and participation at LF	Identify volunteer opportunities and encourage church members to serve where appropriate. Continue to build links within the diocese. Prayer meeting Growing need for parent pastoral support.	
Continue to foster strong parents relationships	Embed new parent rep in role Identify special days that can be celebrated with parents	Focus on inviting dads to forum Opportunities for dads to help e.g. carpentry skills	Identify new parent rep. Build relationships with dads through fathers day and DIY day events.	Results of parent survey	LF retains its good standing with parents (word of mouth recommendations)	Budget for parents events (hospitality) Budget for DIY day	Grandparents day Establish parent buddy for less confident parents
	Identify and jobs/roles where parents could lend expertise or talk to children						
Continue to improve parent comms	Identify and remove barriers to parents accessing comms at settling	Newsletter-review with parents' forum	Review: are there additional ways we	Parent survey	Maximum opportunities for parents to gain information and express views,	Budget for website rebrand/rewrite	

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	KP check that parents receive/read anl and provide alternative format if needed		could increase reach of parent comms?		especially overcoming barriers to communication	Time to identify barriers	
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Appendix 1 - Parent / Carer Survey Results – Summer 2024

See accompanying PDF file.