Quality of Education 2023-2024

Our learners develop detailed knowledge and skills that they can transfer, as well as embed, across the curriculum and, as a result, achieve well. Staff are able to transfer skills and knowledge learnt and immediately put these into action to continue to support the teaching and learning of all children. Behaviour in the school continues to be excellent, with children engrossed in the learning environment, utilising the wide range of resources and activities within their continuous play opportunities. Our embedded curriculum ensures high quality teaching and learning, and all staff are aware of the schools learning goals and ambitions for the children to achieve before they leave us to attend primary school, therefore preparing them for their next step in education.

We have an above average percentage of children with additional needs and some children attending have significant needs. To ensure that we have the right level of support we have applied for and acquired the maximum funding to ensure that the resources have been put in place, including having additional staff, regular reviewed interventions and external professional involvement and support where needed. In the absence of the SENCo the head teacher and the teachers have been working collaboratively with RBG inclusion team and families to ensure that all children's needs are being met to ensure they continue to make progress.

Throughout the academic year of 2022/2023, staff undertook various training to support knowledge and skills in delivering the curriculum effectively, alongside further developing their understanding of supporting children with ASD and language and communication delay. We have identified where additional training is needed through performance management meetings and supervision and staff continue to enthusiastically take on additional training opportunities.

Communication within the nursery is high and all staff and leaders have very good relationships with the children and families. Families feel confident to speak to all members of the team and have good relationships with leadership and the office team; this ensures that we meet children's needs.

We continuously work towards improving attendance of all children and parents and communicate regularly, through daily calls to chase up attendance, termly newsletters, emails and face to face. We aim to reduce the number of absences and promote the importance of good attendance before children move on to primary school and statutory school age. The overall attendance for the whole school last academic year was 80%, which we hope to increase this academic year.

Teaching and Learning 2023 -2024

Teaching and learning continues to be good, and outstanding in many areas. Staff are intuitive and work well to engage the children; they have a thorough knowledge of their developmental levels through regular interactions and observations. The provision and curriculum are differentiated to meet the needs of the individual child. Children who may have barriers to learning are identified quickly, with interventions being put in place to help overcome these barriers. We have embedded interventions such as Forest School, both onsite for our youngest learners, and offsite for children that need additional experience. We continue to buy in the services of our qualified early years practitioners Tina and Meri, who deliver Interactive music making and Yoga on a weekly basis.
This year we have nominated curricular leads alongside the teachers. Early year practitioners have agreed to promote and lead on the following areas of the EYFS: Understanding the World, (Alexa, Sue and Sarah), Expressive Arts and Design, (Tina and Vanessa), Physical Development, (Meri and Jo N), with the teachers Ben taking a lead on Mathematics and Personal, Social and Emotional Development and Clare leading on Communication and Language and Literacy.

All staff will continuously review and develop the areas of learning, monitoring the impact on teaching and learning and provide training and development for all staff across the nursery. As well as continuing to deliver CPD for the whole school from outside professionals. This started with Safeguarding delivered by Ken Palmer whom delivers safeguarding DSL training for RBG.

Leadership and Management 2023 -2024

We are currently planning the phased return of the assistant headteacher/SENCo following her absence during the summer term In her absence, the workload has been distributed between the headteacher and the two class teachers, to ensure that children's needs continue to be met and funding for those children that have additional needs continues to be reviewed and received.

Due to the absence of the Assistant headteacher / SENCo, RBG inclusion team and the area SENCo have worked closely with us to ensure that systems were securely in place to ensure no child was let down. We ensure the correct level of support is in place for each child that receives or needs to receive additional funding for support. Nicola Hunt worked alongside the nursery monitoring key procedures and information, ensuring that all evidence is collated and the funding is applied for before the start of term.

Under the direction of the headteacher, Mira temporarily took a lead role in supporting the SEND admin and completing as much paperwork as possible to secure the EHCP applications for the autumn term. She worked alongside external agencies and families to secure all evidence for EHCP applications where needed. During Autumn 2 and the Spring term, the headteacher and Ben and

Clare (class teachers) have worked with colleagues to organise interventions and groupings, ensuring that targets and PLP's are set. In doing so, we have been able to upskill staff to ensure that all children's needs are adequately met and regular meetings and communication happens with the families.

Safeguarding 2023 -2024

With the introduction of CPOMS the online safeguarding tool, all staff are now familiar and skilled in being able to log a concern. This provides a greater level of efficiency in communicating a safeguarding concern to all DSO's and the DSL. We have an additional DSO trained up, this increasing the group to four across the school. All staff are aware of the procedures to report concerns.

As a school, we continue to have high expectations on safeguarding and the wellbeing of all children at nursery. We continue to have regular safeguarding and children's meetings to ensure that all staff are aware of vulnerable children that need additional support or guidance. We continue to support the staff's knowledge and understanding of safeguarding requirements, keeping up to date with Keeping Children Safe in Education 2023, with a whole staff inset-training day led by Ken Palmer, a recognised Safeguarding consultant. All staff were emailed Part 1 of Keeping Children Safe in Education 2023, which they are required to read and complete a follow up questionnaire.

Overall Effectiveness 2022 -2023

Overall, the year ran smoothly, with children making excellent progress across all areas of learning. Although there was some disruptions to SLT, the whole school pulled together to ensure that teaching and learning remained a high priority and children could continue to make progress. The teaching staff worked with the headteacher to ensure that all children on the SEND register successfully had their needs met and that the evidence was available to secure the applications of 6 EHCP's before those children went off to primary school, or in one case returned to nursery for the autumn term.

Working alongside the RBG inclusion team, we were successfully able to put in place the evidence required to secure the funding for our returning SEND children, and in some cases where possible provide the evidence needed for some of our new starters where there were known significant needs. This enabled us to put in place the funding needed to ensure that all children were able to have adequate support in place for their first day at school. This not only allows for a successful transition for the child, but also eliminates stress and anxiety amongst the staff team because systems, structures and resources were quickly and smoothly put in place.

Over 30 children have transferred to one of the local primary schools, alongside another 6-7 other schools having small groups of children attend for their reception place. We continue to work with the forwarding schools to ensure a smooth transition for all of our leavers and feel pleased that this was a smooth transition for all of those involved and in particular the children. As a school we continue to offer a reception tea for the class teachers of the new school to come and meet with the nursery team to complete a thorough handover of information.

Children in particular demonstrated a greater level of independence last year and were able to demonstrate their skills in language and communication as well as their self-help skills. We feel the embedded intervention of Early talk boost, is having a positive impact on all children's communication skills and therefore plan to train up as many practitioners this year with this valuable knowledge. In doing so, staff will naturally use the skills they have acquired in their everyday practise.

Children overall achieved extremely well with those that left to attend Reception and those that left to attend other nurseries with the closure of the together for two's provision at Cardwell primary school. Please see graphs below with assessment outcomes. Children with no assessment are children that had not completed a whole academic year and therefore the data tool will not give an overall picture of progress made across the year for those children.
We are extremely pleased with the progress made and will work to continue to provide the highest outcomes for all children at Pound Park.

End of year progress in Prime EYFS Areas of Learning for children leaving 2022-2023

Expected progress or higher in all subjects
92.0% (92)

	No Assessment	Below Progress	Expected Progress	Above Expected Progress
Listening, Attention and Understanding	18.0% (22)	3.0% (3)	55.0% (55)	42.0% (42)
Speaking	18.0% (22)	5.0% (5)	56.0% (56)	39.0% (39)
Self-Regulation	18.0% (22)	7.0% (7)	61.0% (61)	32.0% (32)
Managing Self	18.0% (22)	6.0% (6)	64.0% (64)	30.0% (30)
Building Relationships	18.0% (22)	5.0% (5)	61.0% (61)	34.0% (34)
Gross Motor Skills	18.0% (22)	1.0% (1)	65.0% (65)	34.0% (34)
Fine Motor Skills	18.0% (22)	3.0% (3)	61.0% (61)	36.0% (36)

End of year progress in Specific EYFS Areas of Learning for children leaving 2022-2023

Expected progress or higher in all subjects
94.0% (94)

	No Assessment	Below Progress	Expected Progress	Above Expected Progress
Word Reading	18.0% (22)	5.0% (5)	61.0% (61)	34.0% (34)
Writing	18.0% (22)	5.0% (5)	61.0% (61)	34.0% (34)
Number	18.0% (22)	4.0% (4)	63.0% (63)	33.0% (33)
Numerical Patterns	18.0% (22)	4.0% (4)	64.0% (64)	32.0% (32)
Past and Present	18.0% (22)	5.0% (5)	64.0% (64)	31.0% (31)
People Culture and Communities	18.0% (22)	4.0% (4)	63.0% (63)	33.0% (33)
The Natural World	18.0% (22)	4.0% (4)	59.0% (59)	37.0% (37)
Creating with Materials	18.0% (22)	4.0% (4)	63.0% (63)	33.0% (33)
Being Imaginative and Expressive	18.0% (22)	5.0% (5)	65.0% (65)	30.0% (30)

AIMS FOR SCHOOL IMPROVEMENT 2023-2024		
2023-2024 AIMS	**RATIONALE**	**MILESTONES**
Further developing Language and Communication skills of all children and the amount of back and forth interactions they have with the adults to build children's language and extend vocabulary.	Developing a deep understanding of all staff's ability to support children's language development and create a rich language environment To further develop children's language and understanding by echoing back and encouraging new vocabulary to build progression and confidence in all children To effectively use books, stories, poems, songs and rhymes to support the development of language and communication To provide opportunities for storytelling, conversation and role play where children can share their ideas with support and modelling from the adult To support children with sensitive questioning that invites them to engage in conversation and become comfortable using a rich range of vocabulary	To maximise Lydia's experience of Early Talk Boost and deliver staff CPD training and support Utilise the wealth of expertise that the Early Communication Together Team is able to offer to the setting to support staff training, modelling and CPD To ensure that a large proportion of the staff team have been trained in the Early Talk Boost Strategies and interventions To ensure that ETB is supporting the most vulnerable children allowing them to make progress and overcome language and communication barriers to learning To utilise the Core story books during group times and further support staff in how to maximise the teaching and learning possibilities that the texts promote

IMPACT:

Autumn: The Early Communication Team being based at Pound Park has huge benefits to the school, because the team are on hand to offer support and advice when they are not out in the hubs. This has proved so beneficial in the last few weeks, where the team have been able to work in the nursery alongside practitioners, modelling and providing additional strategies as they support the children together. This is a valued opportunity, which staff are appreciative of, as it provides immediate feedback on the strategies that are being used and therefore staff feel upskilled and supported. Please also refer to the Autumn Learning and Achievement ECT report, where there is a full description of how the hubs

Early Talk Boost is up and running and this year is being delivered by Vanessa and Lynsey who were trained in the summer term. Alexa initially supported them both in terms of the assessments and that they felt secure in running the sessions, but no longer needs to be involved apart from the occasional check in as the groups are running smoothly and the children are making progress. Parents are fully engaged with the programme and ensure that all books are returned on time and that they are taking the time to share with their children at home.
We currently now have five members of staff trained up on Early Talk Boost. Sharon and Vicky attended the whole day training last week which is delivered by Lydia. Both came back enthusiastic and excited by the training, sharing the additional knowledge that they had gained and providing ideas of how they felt that this could be incorporated into their everyday role, which was fantastic to hear! It's great that Lydia is at hand for support and advice in terms of the specialist teacher for the ECT team, but also as the Early Talk Boost trainer for the borough of Greenwich. She along with everyone else is a much valued member of our team.

Ben and Clare have revamped the planning and have assigned days for teaching literacy based lessons that focus on communication and language skills utilising story books and small talk activities designed by speech and language therapists, alongside some of the strategies used in the Early Talk Boost interventions. The planning has been differentiated and talked through with the teams, so that each group leader knows exactly what they are teaching and why and how this will support the children to make progress in their learning. All staff are feeling upskilled and

are a lot more confident to contribute to the weekly planning meetings, after receiving so much CPD last year and ongoing support at the start of this year.

I am really pleased to announce the start of some additional training for our Early Years Practitioners at Level 3 that has been recommended and funded by the Department of Education. 5 EYP's have agreed to take part in some online training with Early Years Professional Programme https://www.earlyyearspdp.com/
This training is tailored to address the impact of the pandemic and particularly focuses on communication and language, mathematics and personal, social and emotional development. The programme will be completed in a timeframe of up to 8 months and is expected to take on average 60 hours to complete the training. This will be paid for by the DFE and the school can claim 10 days cover for each candidate up to a total of £80 per day. To avoid disruption for the children the staff members have agreed to complete this training in their own time and be paid the overtime for the days that we are able to claim back.
Out of the 5 members of staff 3 were able to login to a webinar held the same day of their registration onto the course, which provided an overview of the course and the feedback was very positive, with staff feeling enthusiastic about gaining additional knowledge and experience that they would feed directly back into their role at school. The training will commence in January but please do check out the website link above to find out more.

All staff have a target to contribute to supporting children's development in this area and understand that they need to evidence as part of their performance management how they have supported the teaching and learning of communication and language. During their autumn performance management, we discussed what they have already achieved so far this term in developing children's back and forth conversations and extending the children's understanding and vocabulary. As an example, staff were able to identify new words that were introduced such as 'bindi' 'rangoli patterns' and Diwali and how they had engaged children in discussions to enable them to have full understanding of what for some children would be new vocabulary. The staff team are further developing their own knowledge in how to extend and support children at all stages of development, in terms of their language and communication, whether this is verbal or non-verbal and how we can ensure that all children continue to make progress. Staff realise the importance that other professionals play, such as speech and language and the social and communication outreach workers in supporting the teaching and learning, by advising staff where necessary.

Spring: Early Talk Boost has begun successfully this term with parents completely engaged in the programme and supporting their children. It is being run this term by Lynsey and Vicky, this providing a smooth transition between the two leaders. As Lynsey ran the intervention last term, this has proved an ideal opportunity to consolidate her confidence and knowledge, whilst at the same time support her colleague in becoming familiar with delivering the intervention. Alexia has been able to take a step back this term and allow her colleagues to lead on the intervention with growing confidence. However, the team continue to work closely together and support each other with any queries when needed. Children are making progress and this is evident within the class setting too, where children involved in the intervention are demonstrating a growing level of confidence in the group time sessions and contributing much more to the discussions and engaging with a better level of listening and attention.

All children that are enrolled in the intervention are assessed at the start of the programme and then assessed at the end, this to identify the level of progress that they have made and to monitor if they have reached the level expected after the nine weeks. I will provide data in the summer term of how the children have progressed throughout the year that have completed ETB, alongside testimonials from families that engaged with the programme.

The Early Years Professional Programme is up and running and all five practitioners are fully engaged with the programme. Most have decided to engage in the online training in the week, logging on at 4pm whilst still at school. Part of the programme is to engage with group discussions with different practitioners from across the UK, which is facilitated by a tutor. Although quite a few of the practitioners felt slightly anxious about this part of the programme initially, they have found that as the weeks have gone by, their level of confidence is increasing week on week. They are able to discuss what is working well at Pound Park, right now focussing on Language and Communication. The feedback so far is that, it is interesting to hear what other practitioners are doing across the country, whilst at the same time hearing from the tutor/facilitator who is providing factual evidence of different strategies and

expectations of how children in the EYFS learn and what practitioners can be doing to further support the teaching and learning. At this point of the course, the general feeling for the practitioners is that they feel confident with the teaching and learning of communication and language at Pound Park, as they are doing much of the teaching that is being recommended. They feel that the course is consolidating their current knowledge and providing an opportunity to hear from others outside of Pound Park. However, I have been able to observe the course in action and sit in on the virtual meeting, where the team are using and sharing practical case studies, which forms part of their reflection on how the children are learning and the strategies that the staff are using to support.

The teachers continue to support all practitioners to have a better understanding of the planning and how using the key core books can be extended to really pay attention to the repeating refrains, rhyming texts and really utilising role play and how this impacts the development of language and communication. Using a combination of directed teaching and modelling in the small groups has led to a greater understanding to support language development during continuous provision, which enables the children to make progress, in this important part of their learning and development, supported by more confident and knowledgeable practitioners.

Books and rhymes continue to be a huge part of the teaching and learning at Pound Park and each classroom has a wide selection of books that the children are encourage to engage in, both with an adult and independently. They are encouraged to make choices and engage with a wide selection of rhymes and simple poems. There are two days each week where the focused group sessions are based on language and communication activities and either a core focus book or core poems/rhymes. This then feeds into the interactive whole class singing lesson led by Tina and Vanessa, where children can consolidate information they have learnt and join in with whole school singing familiar songs and new songs where rhyming is a key part of the activity.

Language and communication and developing and extending children's vocabulary is a key part of all the interventions. For instance, when the children are engaged with Forest school, the team work with detailed focus for each group, differentiating their knowledge and skills and supporting them to make progress on from their current level and understanding. Throughout all interventions, the team will enable and extend children to widen their understanding and vocabulary, demonstrating how words help us to communicate with a greater level of confidence. This was the core root of Lydia's staff meeting to all staff, held early in the Spring term. Staff were able to focus on how language develops and what practitioners could do to ensure that we are able to maximise the potential of all children, from their individual starting points. Lydia was able to focus on how the core books and reading for pleasure had a significant impact on the children's language and communication development. Staff were able to consolidate their own knowledge and share whilst reflecting on experiences where something as either worked well or presented some barriers to the children learning. It is good to see that the practitioners are being so reflective of their practice and not afraid to seek advice or ask questions to further support he children to make progress. We continue to buy in additional SALT hours from Oxleas and Kate (SALt Therapist) often will talk through observations with the team, meet with families where needed and has also shared her wealth of knowledge to families at the coffee morning. We are pleased to be able to utilise the hours that we receive from Kate onsite and the feedback from staff and families has been really positive.

Summer:

2023-2024 AIMS	**RATIONALE**	**MILESTONES**
Developing Mathematical concepts and understanding of all staff to support children in developing a deep understanding of numbers to 10 and problem solving	To ensure that all staff have a deep understanding of number and how this fits in to the EYFS framework To develop Maths Mastery in staff to be able to support teaching and learning and understand the relationship between numbers in the environment and the patterns within those numbers	Ben taking on the role for curriculum leader of Mathematics and PSED Deliver CPD and Staff meetings to support knowledge and understanding To maximise Ben's experience and understanding of mathematical skills in loose parts and creativity and how this connects to mathematics

	To identify how mathematics and problem solving is embedded in all other areas of the curriculum Further develop teaching and learning of pattern, space, shape and measures and reasoning skills To support the understanding of counting up to 10, and using 5 and 10 frames to support the relationships and patterns within those numbers To develop and extend mathematical knowledge across the school within teaching and learning	To continue to support staff through performance management, supervisions and training opportunities To work alongside other MNS to continue to upskill knowledge and understanding, moderation between settings To continue to share knowledge within the school team, providing a mind-set of upskilling and teamwork To build mathematical confidence within staff and children

IMPACT:

Autumn: Ben, Clare and I had discussions of how to ensure that there was a greater level of recognition and understanding of how we develop and support the teaching and learning of mathematics across the nursery, not only in the resources and the curriculum that the children had access to, but the discreet teaching of mathematics in a group setting. There is now a dedicated maths session each week that has been differentiated to ensure that we are building upon the children's understanding of mathematics, shape and space. This term the children have been taught about number, pattern, propositions, as well as comparing quantities and exploring more or less. These are all essential skills that support a full understanding that children will need to become confident future mathematicians. We realise as a school, that for many staff members, maths is a scary subject for them personally, where they lack confidence in their own understanding. In order to overcome this barrier for staff, we are supporting the team to be honest with their own understanding and talk through any misunderstanding in terms of the planning, therefore continually creating a culture of upskilling and a greater level of confidence, which in turn provides better teaching and learning opportunities for the children and staff team. Please see some examples of this terms mathematics planning.

The staff team have been looking at the environment as a whole in terms of the mathematical opportunities that are available. This has included utilising the loose parts in the garden and developing repeating patterns and organising according to shape and space. Children have been experimenting with two and three step patterns and challenging themselves to extend this further if confident to do so. Whilst celebrating Diwali the festival of light, the children were able explore creatively using pasta, loose parts and chalks to make rangoli patterns and also explore shape and pattern through light and dark, working with the overhead projector, creating shadows and using shapes to create patterns on a screen. Children have been utilising the creative area to explore mathematics with collages and exploring clay, identifying more and less, whilst also thinking about patterns and shapes as they have made diva lamps. There has been much work done in the block area, where the children are designing and building, identifying symmetry and exploring taller and shorter, quantities, amount and more or less. They have loved combining maths to their story and group sessions, helping Goldilocks as she needs the correct amount for her journey with the 3 bears. These have all provided excellent opportunities to dig deeper into the children's understanding of how mathematics plays a role in our everyday learning at Pound Park.

As mentioned previously, 5 members of the team are due to start some additional training which has a particular focus on mathematics covering areas of counting, cardinality, measurement, pattern, shape and space. These are all essential mechanisms of early mathematics and will provide the additional knowledge of how to support children's early understanding in this area. Although not all members of the team, are able to access this valuable CPD, I know the practitioners that have signed up to this course will confidently share their additional knowledge and experience with the team, so that everyone is continually upskilled. Alongside the more structured planning documents, Ben will also be delivering some additional training and CPD opportunities, during the staff meetings. Practical activities will be modelled to support staff to have a better understanding of the 'why this' and what the impact and

outcomes are for the particular strategy or method taught. We are looking forward to all becoming confident mathematicians and identifying the plethora of mathematical opportunities across all areas of the curriculum!

Spring:
During this term, staff have been slowly gaining more confidence when delivering the planned small group sessions. Through engaging with the planning sessions, practitioners are gaining a clear insight of the different elements to understanding number and maths mastery. They are digging deeper when looking at the numbers 1-5 and identifying what this looks likes in any different ways within our environment. Staff, through delivering the planned lessons are able to teach children to not only recognise the numeral, but also have a thorough understanding of amount and the many different ways that we can make that particular amount and where the number sits within the number system /line. This supports the children when ordering the numerals and understanding bigger and smaller, more / less, as well as being able to subitise when seeing an amount, as a group of objects.

Maths is a natural part of the curriculum and feeds into many other areas of teaching and learning, maths therefore can be seen everywhere at nursery. However, by having a deeper understanding of mathematics, practitioners are developing their own level of understanding, which in turn supports the way they are able to pass on this knowledge to the children that they support. We have bought some large number lines that children are able to utilise in the setting, which so far have been used in a variety of ways, including identifying amount, ordering or simply being used as a height chart for instance when measuring each other or items to find out how tall they are. This has been especially important when linking it to Jack and the Beanstalk, as the children are growing their own beans and can identify the changes through observation and growth including measuring.

Maths has been a key feature of art work and the block area, looking at repeating patterns in the natural environment, and there has been some lovely work done when engaging in some observational drawings of flowers, identifying the shapes as well as the symmetry and repeating patterns that can be found. Alongside this this both children and the team have taken time to organise the garden with resources looking at repeating patterns and other areas where maths can be seen and supported in their play. Again during Forest school, both structured and within the independent area, children can be seen organising according to number, amount, shape and space and can be carefully guided to link this engagement to prior learning and understanding.
There has been lots of maths linked to water and sand play, where the children have been encouraged to look at capacity and weight and develop a more in-depth understanding of mathematical vocabulary.

As part of continually developing the teaching and learning, as part of the GCSP we will be part of some peer reviews / observations. This process will involve me working closely with the other MNS headteachers, where we will visit each other's settings to observe a particular area of learning that is a focus on the SDP. I have asked colleagues to come in and provide feedback on how well we teach mathematics. This will also involve them observing discreet small group teaching sessions of maths, as well as how well the teaching and scaffolding of maths is during the continuous provision / children's free flow. This is planned in for Thursday 21st March, where colleagues will spend the morning in the setting, taking a deep dive into how Pound Park support children's mathematical understanding. I will provide further feedback after the visit.

The 5 practitioners on the Early Years Professional Programme, will begin the mathematics module later on this term. This will be an interesting part of the program, as we know that staff feel less confident with this particular area of teaching and learning. I am personally hoping that the training will not only provide some additional focus and understanding for practitioners, but at the same time reinforce and consolidate previous knowledge of maths for the team, providing an opportunity to confirm what they are doing is able to support and scaffold the children's developing knowledge of mathematics. It is important as a school, that in terms of our teaching and learning, we are continually being reflective of our practice and how we are supporting the children to develop of love of mathematics from an early age. As a school we clearly understand, that we need to overcome some of our own personal insecurities when it comes to number and mathematics, in order to confidently support and develop the children's misconceptions and understanding. We want all children to leave Pound Park, with a good or better

understanding of mathematics and number and feeling confident to apply this in all areas of their learning and development.

We are pleased with the level of support we receive from governors, not only as part of the Learning and Achievement committee, but throughout the year governors have made time to come in and spend time observing in the nursery setting. Governors have made time to speak to the staff and to the parents about teaching and learning and how they can further support moving forwards. We have had a few additional visits and were pleased that one of our governors was able to come in and observe how the discreet maths sessions were going. This was an unplanned observation of each of the groups that were taking place on this particular morning, but it was great to see the consistency between the groups all focussing on the number 3, using a range of concrete objects and teaching strategies. Please see Spring term EYPP report for more information on this observation.
It was also great to see almost all the governing board attend the LA committee learning walk/meeting this term. At this particular meeting, some of the staff were able to present to governors about particular areas of learning, and comment on what they did to support the children, including on how this also supported the development of language and communication and mathematics as core elements of all other areas of the curriculum.

Summer:

AIMS	**RATIONALE**	**MILESTONES**
Develop early reading skills, phonological awareness, and a pedagogical understanding for all teaching staff. Continue to develop in all children a love for books, stories, rhymes, poems and songs, which will continue to support language and communication, alongside early reading skills and understanding.	To ensure that all staff have an understanding of phonics and how they can support this in teaching and learning To ensure that all staff are confident with the subject knowledge of early reading skills and how this is included in the EYFS Framework That all staff have an understanding of strategies and interventions to best support children to reach their full potential. To ensure that all staff feel confident in assessing children's needs and reporting this through their learning journeys and meetings with the families. To ensure that SLT provides sufficient time for CPD and training on early reading skills and phonics	Clare taking on the role for curriculum leader of Literacy and Communication and Language Deliver CPD and Staff meetings to support knowledge and understanding To maximise Clare's phonic experience and understanding of early reading skills in delivering CPD training and support To continue to support staff through performance management, supervisions and training opportunities To work alongside other MNS to continue to upskill knowledge and understanding, moderation between settings To continue to share knowledge within the school team, providing a mind-set of upskilling and teamwork

IMPACT:

Autumn: Books and promoting a love of books has always been high on the agenda at Pound Park. We are so pleased with our very large collection of diverse story books that all children are encouraged to look at, enjoy and take home to share with their family. Children look forward to choosing a new book each week that they can share at home with their family. There is a better expectation at school on the value we place on taking care of our books, respecting what an essential part of the school resources books are and the huge amount of knowledge and enjoyment we can gain from our books. Due to the impact of modelling how to treat and respect books over the last year, we have found that children are naturally taking better care of the books and we have noticed children

independently choosing to share books with each other. Both classes have created, cosy reading dens in their classrooms, which is a pleasure for me to see in use by the children quite naturally.

This term Clare has been delivering some discreet phonic sessions to the more able children across the nursery, whilst assessing their understanding with this area of teaching and learning. Clare as an established phonics lead in her previous school, had identified that there were some children at this early stage of the year that were clearly ready to take on the additional challenge. She has been working with Ben and the team in planning in some opportunities to get a head start on the teaching of some essential early reading skills to those children that are ready. Clare is experienced at using Read Write Inc in her previous role and therefore is able to implement her knowledge to support these early skills. https://www.ruthmiskin.com/programmes/phonics/about-read-write-inc-phonics/

This has been a valuable experience for Ben and is upskilling his own knowledge and understanding on the teaching and learning of phonics in nursery. We are all clear that we do not want phonics teaching at this point to be overly formal, but need it to provide an additional layer of challenge to support children that require additional challenge and are demonstrating signs that they have a keen interest in print and early reading skills. Clare has introduced children that she has assessed as being ready take on additional knowledge, to some of the letter sounds, whilst not focusing at this stage on the name of the letter, but just enjoying and playing with the sound that the letter makes. In doing this the children become confident and familiar with the letter sounds, introduced slowly and in a systematic way. Games and activities are played to secure children in identifying and saying the sound and we have already seen that they are beginning to hear the sounds in the words they are using in their everyday play. The children are becoming familiar with pictures associated to the letter sounds and we have seen them identifying the sounds independently without prompt, which is fantastic at this early stage to see. The official RWI programme suggests that you teach at least 15 minutes of phonics every day the term before children start reception. However, we are introducing a discreet phonics session once a week for those children that the teachers have assessed and feel are ready to engage.

In terms of whole school understanding of phonics, Clare has delivered a staff meeting, where staff were able to take part in one of Clare's phonics lessons and acknowledge their own understanding of what phonics is and practise using pure sounds. This was an entertaining staff meeting and it was useful to see and hear the different ways that the team pronounced some of the letters sounds. Clare was able to clearly demonstrate the importance of using pure sounds and how to embed this knowledge into our everyday role when sharing stories and supporting children with their early reading skills. The staff were able to watch a video to gain a better understanding of how pure sounds sounded, please do access the link to see for yourself. https://www.youtube.com/watch?v=TkXcabDUg7Q

At this point Clare is only teaching the children the set 1 sounds, she will continue to assess the children throughout the terms alongside Ben and provide experiences that match where they are at in terms of their understanding and add additional challenge only when they are ready to take new knowledge on board. It will be interesting to monitor and see the impact of these additional sessions that some of our children are being exposed to. The team will not need to teach any phonics at this stage as Clare and Ben are supporting the group this term. However, the team are enthusiastic and are taking the opportunity to sit in on the lessons taught so that they can continue to upskill their own knowledge and understanding.

As mentioned earlier, we now have 5 members of the team trained up on ETB. Having this key knowledge and experience is also a vital element to teaching early reading skills. Practitioners are demonstrating their understanding of the link and how the strategies for this intervention play a significant role and contribute to the statutory EYFS Framework and developing early reading skills in our young children. One of the key areas of learning is Literacy and the Framework states *'It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring*

them in speech, before writing).' Although as mentioned earlier, we are introducing the teaching of phonics slowly, we feel it is important to recognise what children need to know now and later on once they are ready to begin their more formal schooling in reception and beyond, this enabling us to adapt where necessary to provide the correct foundations for the children future experiences. You can access the Early Years Framework at the following link: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Spring:
We continue to have the discreet sessions which support the early reading skills, which are working really well and can be seen having a significant impact on the children's sense of confidence in terms of having more awareness that print in the environment carries meaning. We are noticing children's gradual awareness of listening and hearing sounds in the environment and recognising some of the initial sounds in not only their names, but also in the names of their peers or some familiar nouns.

We realised that terminology and the word phonics can be a trigger of confidence for some practitioners and therefore it was important to unpick this. We wanted the team to identify the understanding and skills involved in teaching early reading skills, which we continue to do through the training and involvement of all the staff team. This work has proved beneficial in supporting growing understanding to practitioners about the links between early reading skills and the word phonics, whilst at the same time eliminating any anxieties relating to the word phonics. It has been important for the staff to work alongside the teachers, in further developing particular key texts / books that were better suited to involve the 2 year olds and how these were different / similar from the books that had been chosen for the older cohort. Staff felt that the younger children were better able to engage using the story sacks and more role play to get them to have a great level of listening and attention. We continue to focus on the key skills that are needed to support early reading skills and identified the links between communication and language. The team have worked together in terms of planning how the texts will be used to support continued progress, and what the structure of the teaching and learning will be, to ensure progress for all groups as we move through the terms.

The children have found great enjoyment and engagement being involved in simple listening and attention games, such as a silly soup rhyming game, or match the rhyming word through repeat and repetition. Additionally to this, as mentioned earlier in the autumn term, some of those children that will attend reception next academic year, have been engaging in recognising sounds and letters. This is proving to be very well received by the group and we are noticing children extending this knowledge into the setting and independently recognising and using this increased knowledge in their own play. It has been amazing to watch the children explaining to the practitioners that they have proudly written their name, or identified in the environment a letter and sound they have been learning.

With the visit from Cathy Bee the school improvement partner, it was important to ensure that she took some time to sit in on one of the discreet lessons for developing early reading skills. Overall, Cathy felt that the lesson was well planned and delivered, providing opportunity for the children to develop this essential skill. Cathy has been able to assist in an opportunity to further develop strategies that fall in line with how the main feeder primary schools focus on early reading skills and phonics. Clare will visit later this term, to see some of the strategies used as part of Little Wandle, this allowing the leaving children an opportunity to become familiar with some of the strategies before they move into those schools in the autumn term. Please see Cathy's IP report for Spring.
Summer:

AIMS	RATIONALE	MILESTONES

Further develop staff understanding and knowledge of Equality, Diversity and Inclusion and how we put this knowledge into practice to have a positive impact on the school, children and local community	By raising awareness of all strands of diversity, how to eliminate discrimination, promote equality of opportunity and foster good relations, so we are preparing our children to appreciate and celebrate the diverse society in which we live. To develop staff through continuing to identify our own policies and procedures and how we promote and support EDI in school. To ensure we have a staff team, which reflects the differences of our school community, which in turn will help to shape a responsive and tailored service.	To ensure that all staff have up to date knowledge on EDI and have completed the online training Teachers working with SLT to lead on the core actions to ensure they are reflective of the policy of the school. To continue working alongside other RBG headteachers and leaders on the Educate Against Racism Group and disseminate knowledge and skills to all other staff To ensure that all resources, books and planned celebrations are inclusive of the wider community and acknowledged throughout the year.

IMPACT:

Autumn: All staff have completed some online equality, diversity and inclusion (EDI) training this term. This was mandatory training for all staff to complete, which was not only informative, but was thought provoking too. This training is also available for governors and takes approximately an hour to complete, followed by an online quiz that requires a pass rate of 80%. I was pleased that the training, provided an opportunity for reflection and discussion within the staff team. We have been able to identify our own practises and the impact we have on each other as well as on the children and the families too.

All staff at Pound Park are fully aware of the importance of creating an inclusive environment for each other, the families and the children. We are passionate in ensuring that our children and families feel embraced and welcomed into the Pound Park community and seek to ensure that all voices are heard and acknowledged. Through the use of our resources and books, we hope all children feel that they are seen and represented in our school. We have added additional books to our collection, particularly focussing on books that are inclusive and are positively depicting the main characters that may have a disability or books that have the main character that may be non-white. These play an important role in our school which encourages and supports an inclusive environment, where children feel represented and seen.

We have all thoroughly enjoyed celebrating Diwali over the past few weeks with a combination of stories, music, dance and creative art activities including making diva lamps from clay, exploring rangoli patterns with loose parts and chalks and exploring with light and dark and the overhead projector. This has been an especially special time for some of our Hindu families and the staff and children fully got involved in the celebrations, where a parent delivered some delicious foods for us to share and one of our staff members wore her traditional clothes and brought in additional outfits so everyone could join in with the celebrations and find out more about this important Hindu celebration.

All the children loved joining in with the celebrations and for the children where this is part of their culture at home, we realise how powerful it is for them to have this festival celebrated and recognised at school over a period of time. All children developed a greater understanding about Diwali and learned new vocabulary such as ‘bindi’ by choosing to wear them and dress up in traditional outfits. They discovered more about pattern and shape as they experimented making their own rangoli patterns. They all thoroughly enjoyed hearing more about the traditional story of Diwali, through music and dance with Don Rae as well as hearing the story from our member of staff and watching the animations on the large interactive board. As we have always done at Pound Park, children are taught to have respect for each other and value our differences and similarities. It is important that we are able to share our lived experiences in a safe and secure environment where everyone is valued and respected.

As a founding member of the (EAR) Educate Against Racism partnership team, I was pleased to be part of the presenting team of the Aspiring leaders event in the summer term and then again share my story this term at the Headteachers and Governor event. Here governors and headteachers, were able to hear about how they could make an impact in changing the landscape within education and creating possibilities for all our children and families to feel seen and heard and represented by the school teaching community. We were able to listen to Professor Paul Miller and his study about making the change to ensure that there is diversity in the school community, including within senior leadership roles and within the governing bodies of the school. It was a thought provoking event with lots of information shared, I will attach an overview of the information and am hopeful that governors will be able to share their thoughts at FGB. (Thank you to Lucy and Camillo that were able to attend the event).

I have also enrolled in the 'Race Equity Workshop' which I attended last week. This training will allow participants to be part of a unique cohort working together to identify, understand and challenge barriers to race equity. It is specifically designed for leaders so that they can work together and develop their own knowledge and insights on race equity in an educational setting. Through working with the organisations **Equitura** led by Laura Durrant and **Hemisphere Education,** leaders will be equipped to build an individual long term, impactful and resilient race equity action plan. I found the first two workshops informative, with lots of and it was a pleasure to work alongside other senior school leaders on such an important topic. The workshops come with additional homework for me to complete, so I am sure this will be thought provoking and allow me to keep developing this area of the SDP. I look forward to updating my own knowledge and sharing this with staff and governors, as well as developing our own equity plan for the future.

Spring:
I continue to regularly attend the RBG main Educate Against Racism groups and find this to be so beneficial to my own knowledge and in terms of reflection on how we promote and provide a more inclusive approach at Pound Park. It has been important to work alongside colleagues in the EAR group to share strategies and gain an insight in what is happening in other schools. There are upcoming projects that the group will be part of including working with the Maritime museum to organise a permanent exhibition on Windrush. During the initial stages, colleagues were asked to provide additional information that they thought could be beneficial to teaching children at all stages of their development, this important part of history. Our next meeting is on the 12th March to be held at the Queens House.

I have now attended two Equity workshops as part of the Equitura and Hemisphere programme. Part of this was to complete some individual training, where I needed to watch a selection of short films and then reflect on what I thought by answering a few questions. This work then led to some actions that I was able to discuss though at the workshop alongside colleagues. I have found the workshops to be thought provoking and engaging, providing the opportunity to engage with colleagues in considering what we are doing really well, but also where essential changes can be made to ensure that we are continually being active in our approach to be reflective and ensure an anti-racist approach in all that we do. I thought the Hemisphere training was useful and provided so many opportunities to reflect on our practices and possible bias's that we may hold without even realising it. This is something that I feel keen for all staff to engage in at some point as we continue to develop our growing understanding towards our anti-racist approach and to ensure that we are continuing to be reflective to ensure we are providing an inclusive environment. Some of the staff were involved in completing the EDI audit, in doing this I was able to get a true reflection of how staff also felt in terms of what we are already doing at school and areas where we may need to put in further work.

I was pleased that the chair of governors explained that he had attended at a governor event where he was able to meet Laura Durrant. He explained that she spoke about the delivering the Equity workshops and there were some good discussions had about the purposes of being reflective about the schools approaches and understanding in terms of EDI and being anti-racist. (Please find attached Equitura PowerPoint regarding the Race Equity Programme. Nick and I spoke about possibly providing an opportunity for all governors and staff to engage with the Hemisphere one hour training in the future. As part of the Equity workshop, we are hopeful that we can buy into Hemisphere at a reduced cost. In doing this we will have the time and space to have some additional EDI training and reflection, but

also have access to a wide range of resources in the online library, which was quite an impressive bank of resources to support future training and understanding.

In terms of my EAR work with the maintained nursery schools, I continue to meet with the headteachers each term, where I share updates from the main EAR group. As a group we are currently looking into securing funding to engage in a project looking at children's ethnic identity. We hope to work alongside an academic and university, to engage in research where we identify how schools support the development and understanding of identity. This is at the early stages of development, but it is important to us as a group to use the project to (a) further support children's sense of belonging (b) identify how the environment and resources play a significant role in identity. Once the final project has been confirmed, I can feedback in the summer term, with the intention that the project will begin in the autumn term 2024.

Summer: