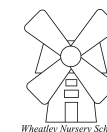


Wheatley Nursery School - 3 Year Strategic Plan 2016-19



Strategic Priority 1	Strategic Priority 2	Strategic Priority 3	Strategic Priority 4
<p><u>LEADERSHIP AND MANAGEMENT</u></p> <p>All stakeholders will share and support the Nursery's development ensuring that the finances and future of the Nursery is secure</p>	<p><u>TEACHING AND LEARNING</u></p> <p>High quality learning will ensure children are motivated, engaged and challenged through skillfully planned teaching ensuring children's interests are at the heart of learning</p>	<p><u>PUPIL DEVELOPMENT AND WELFARE</u></p> <p>Every child at Wheatley Nursery School will be safe, nurtured, build their self confidence and independence</p>	<p><u>OUTCOMES</u></p> <p>All children are provided with holistic, collaborative planning with practitioners, professionals and parents to raise achievement for all</p>

Strategic Priority 1 - LEADERSHIP AND MANAGEMENT			
All stakeholders will share and support the Nursery's development ensuring that the finances and future of the Nursery is secure			
SP1	2016 - 2017	2017 - 2018	2018 - 2019
A	The Federated Governing body understands and can articulate the interrelationship between WNS and JWS and can effectively support and challenge both schools.	External judgement through Ofsted inspection shows governance to be Good and jointly evaluated areas for further development	Governors are actively involved at every level of school improvement and become outstanding support and provide rigorous challenge
B	Ensure shared costs with John Watson school are clear and deliver best value	Build capacity for WNS to become sustainable	Ensure sustainability in a variety of ways
C	Investigate ways to deliver the Government scheme for 30 hours offer and meet local need.(extended services and wrap around care)	Implement 30 hours for 3-4 year olds	Review and evaluate 30 hours provision and impact
D	Communication systems are routinely monitored to ensure all communications are timely and effective with all stakeholders	Admin support is reduced in response to improved systems	Consistent high standards of clear communication are in place
E	Leaders are influential in Early Years knowledge and practices in order to to drive school improvement	Clear plan of cascade training in place which has a positive impact on outcomes	Systems ensure that everyone actively contributes towards school improvement
F	Ensure there is a clear plan to direct leaders time within WNS. Actions and impact are rigorously monitored and held to account.	Distribute leadership to ensure effective support and challenge	Distributed leadership models are clear across all provisions with different but interconnected values.

Strategic Priority 2 - TEACHING AND LEARNING

High quality learning will ensure children are motivated, engaged and challenged through skillfully planned teaching ensuring children's interests are at the heart of learning.

SP2	2016 - 2017	2017 - 2018	2018 - 2019
A	Develop planning which identifies adults who support CI learning, all of observations are Good or better	Increase amount of Outstanding CI and adult interaction observation to at least 60%	Ensure that CI and adult interactions and observations are continually high quality and 90% outstanding
B	Provision for learning through planned and purposeful play (including outside learning) is appropriately adapted to reflect the needs of the cohort which includes a large number of summer born children	Respond to cohort needs and variables to ensure that the curriculum remains relevant for each cohort	Plans are in place to anticipate the characteristics of future cohorts
C	Ensure pupil and parent voice is appropriately captured in Learning Journeys	Planning and provision is adapted in response to parent and pupil voice	Every aspect of Children's experiences are planned and resourced to maximise opportunities to respond to Parent and pupil voice
D	Teachers cascade training of high quality teaching through Peer to Peer collaboration/Coaching	Develop staff to become specialists in a variety of EY practices	Staff to become active within the partnership in sharing good EY Practices
E	Ensure an appropriate Enabling Environment is planned and delivers exciting and interesting activities	Consistently respond to the community and up to date ideas and research	All activities are creatively planned and adapted
F	Enhance the outdoor Classroom space to promote high quality Learning	Develop and maintain an exciting outdoor learning space	Become known in the partnership for excellent outdoor provision
G	Adapt the indoor learning space in order to promote effective CI play and self regulation	Ensure we maximise all available learning spaces to provide the best opportunities for all to meet the needs of our wide variety of ages abilities and services	Our wide offer is clearly managed
H	Ensure the Nursery promotes communication strategies to ensure all pupils can access the curriculum	Revise Communication Strategies to suit all cohorts needs	To become an outstanding communicative environment

Strategic Priority 3 - PUPIL DEVELOPMENT AND WELFARE

Every child at Wheatley Nursery School will be nurtured, build their self confidence and independence.

SP3	2016 - 2017	2017 - 2018	2018 - 2019
A	Develop systems to ensure that all pupils needs are recorded and understood by all staff including those hard to reach parents and monitor interaction regularly	Clear procedures and sharing of communication ensures seamless provision for all.	Review and maintain high standards of communication to ensure safety for all
B	Ensure issues raised in 2 Year Check are progressed appropriately, with clear pathways to address any developmental concerns	Ensure that identified needs are incorporated into planning to promote self esteem	Embed culture of child led learning
C	Evaluate use of Family Links within the Nursery and ensure all staff receive training and all children understand and use Family Links language	Hold Family Links Parent Groups within WNS	Become a specialist Family Links School
D	Provide all pupils a chance to perform to their parents and other adults	Showcase pupil's confidence through regular newsletters and the website	Everyone's strengths and efforts are celebrated
E	Respond to planned changes to family support in Oxfordshire, ensure children and families continue to be signposted to appropriate support through close professional partnerships	Develop WNS as a centre for family support within the partnership	Organisations signpost children and families to WNS
F	Ensure Spiritual, moral, social and cultural education and British Values are fully understood and embedded in the curriculum.	Extend links with different culture to share British Values and understand other cultures	Develop Blogs and links with EY settings across the world

Strategic Priority 4 - OUTCOMES

All children are provided with holistic, collaborative planning with practitioners, professionals and parents to raise achievement for all.

SP4	2016 - 2017	2017 - 2018	2018 - 2019
A	SEN, G and T and Vulnerable learner registers and ICELS are used to ensure children's strengths are known by all to ensure best outcomes	Increase parental voice and collaboration with parents/carers to develop individual's talents	Embed culture of collaboration with parents through regular information evenings
B	EYPP pupils are identified early to ensure interventions are robust to support outcomes and reporting	Develop and train staff in interventions to suit community need to enhance reporting of outcomes	To embed interventions and robust reporting of outcomes
C	Learning Journeys record achievements are shared effectively and promote Good outcomes.	Research more efficient methods of sharing learning journeys with parents/carers and other stakeholders so that it can impact on practice.	Practice is guided by information provided from a range of sources.
D	Formative assessment evaluated to ensure that achievement is raised	Moderation of Learning Journeys shows that 80% or more contain a variety of assessments relating to the whole child	WNS to share and train partnership in use of outstanding systems
E	On Entry assessment profiles represent expected child development and expected patterns across the curriculum.	Ensure links /assessments of HV and Children Centres and other professionals are used to inform accurate On Entry assessments before entry to Nursery.	Embed collaborative working with local professionals and families
F	Two year check procedures to be evaluated and incorporated into children's learning journeys	Ensure links /assessments of HV and Children Centres and other professionals are used to inform accurate On Entry assessments before entry to Little Windmills	Embed collaborative working with local professionals and families
G	Increase outstanding progress in Prime areas of learning from last year	Increase outstanding progress in all areas of learning from previous year	Ensure procedures are followed to maintain high levels of progress in all areas of learning
H	Increase ARE in Prime Areas of Learning from last year	Increase ARE in all areas of learning from previous year	Ensure procedures are followed to maintain high levels of ARE in all areas of learning
I	To track ex WNS progress in feeder schools	To evaluate % of pupils in WNS who reach GLD at the end of 2018	To evaluate % of WNS pupils who gain GLD and pass the Phonic test 2019

[2016/17 Priorities](#)