

School Development Plan

# September 2023 – June 2024

Year 2 Cycle 2022 - 2025

3 Year Plan for Teaching & Learning,

Strategic Management

& Ethos

St. Anthony’s Nursery School

School Development Plan 2023-24

St. Anthony’s Nursery School Development Plan is an agreed, collaborative document to which all stakeholders have contributed. The content represents the priorities and view of the Board of Governors, the staff, the parents/guardians, and the children.

This document is intended to provide staff, Governors, CCMS, EA, the Department of Education and other stake holders an overview of our school. It endeavours to give an outline of the school’s present context regarding the school’s aims, curriculum development, finance and action plans.

The School Development Plan is a result of much discussion formally and informally, and the completion of questionnaires by staff, governors, parents/guardians, and children. It is primarily a working document for the use of the school community.

The annual evaluation of the School Development Plan involves the Board of Governors and staff. Priority areas will be set for the following three years. Support will be accessed from CCMS, EA and DE where appropriate.

The Board of Governors will formally approve the plan and any subsequent revisions to the plan.

Due to the difficulties in planning for and providing a safe and progressive year while we emerge from the pandemic, the Board of Governors, Principal and staff of the Nursery wish to concentrate efforts on a realistic working document as our School Development Plan for 2023-24.

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| 1. A STATEMENT OF THE ETHOS OF THE SCHOOL |

## Mission Statement

“For children, play is serious learning. Play is really the work of childhood" F. Rogers

We, the Governors and staff of St Anthony’s Nursery School believe our school to be a vital, vibrant part of our community and have an open-door policy in welcoming all sections of our community.

We are firmly committed to providing an effective education for all our children through our innovation, professionalism and our pursuit of excellence and child well being

"Children engage in (free) play because they enjoy it- it's self-directed. They do not play for rewards, they enjoy the doing, not the result. Once they get bored, they go on to do something else- and continue to learn and grow. S G Flaxman

We strive to provide a holistic, nurturing environment whereby the children and their families, through partnership, can develop their confidence, wellbeing, and self-esteem in a haven of learning through play, and in doing so, lay the foundation stones for lifelong learning and wellbeing.

St Anthony’s Nursery School aims to provide a safe, supportive, and stimulating environment where the individuality of each child is recognised and respected. Our qualified staff, in partnership with parents/guardians, respond to the children’s immediate and evolving needs, promoting a sound sense of well-being within each child to build the foundations for life.

"The highest form of research is essentially play" N V Scarfe

The Board of Governors will work closely with the principal to ensure that the highest standards of health and safety can be maintained and that the children will be able to play and learn in safety.

A large part of the role of the Board of Governors and the Principal will be in supporting the physical, mental, and emotional health and well-being of pupils and staff.

"In their written comments, the parents praised the supportive, hardworking staff and the high quality and variety of the children's learning experiences."

ETI Pre-School Inspection Report March 2017

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| School Aims |

We believe our Nursery School is a safe, caring, and enriching environment for children, staff, and parents/guardians. We aim to:

* Provide a safe, hygienic, caring and stimulating learning environment where children form positive attitudes towards education and school.
* Establish positive relationships between parents/guardians and staff that supports each child's holistic development during their year in nursery.
* Create a learning environment, which is both planned and flexible and free to take account of and support individual needs and interests.
* Support and develop our children's wellbeing, their sense of personal value and resilience.
* Help children develop social skills, self-respect, respect for others and respect for our world
* Develop children’s communication skills through interactions with their peers and the Nursery staff.
* Help children see themselves as active learners, develop self-confidence and self-esteem, by providing opportunities for success/ challenge in a wide variety of areas/activities/skills.
* Share with children the joy of books, stories, rhymes, music, and the natural world around them.
* Extend the child’s concentration span and depth of understanding through her/ his own natural curiosity and interest.
* Support the children in healthy eating and making healthy choices, keeping physically active and enjoying/ caring for the outdoor world through a range of activities and day to day practice and role modelling
* Support the children in developing self-help skills.
* Help children transition to Primary School with ease.

Future Action

Staff will continue to revisit the area of Ethos as we move through the next cycle. The views of parents/ guardians are usually sought annually, and the views of the children established using a reconstructed and agreed guided questionnaire to find out their views- however due to the pandemic that did not happen last year. The Nursery will look to ways of building on means for parental feedback through questionnaires, see saw and evaluations

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| 2. A SUMMARY OF THE STRATEGIES IN PLACE FOR:- |

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| (a) Learning, Teaching & Assessment |

The curriculum is organised to offer opportunities for the children to develop physically, socially, emotionally, and intellectually. The school has a wide and evolving variety of materials and equipment through which the pupils are given opportunities to problem solve, work collaboratively, make choices and decisions with confidence, ask questions, and explore, display appropriate emotional and social development and share materials and resources with others to foster all aspects of their development through play.

Measures will be in place to ensure classrooms are safe and hygienic and the cleaning regime for furniture, resources, toys etc will be in line with guidance. A Caretaker checklist has been drawn up to record daily cleaning and staff will ensure all resources used each day in their bubble are easily wiped/ cleaned and safe for use each day.

The principal will work closely with the Health and Safety Governor to ensure the highest of standards.

“The staff put much thought and effort into the presentation of the literacy-rich, colourful playrooms and the outdoor environment.” ETI Pre

School Inspection Report March 2017

Activities and resources are planned to support social, emotional, language, mathematical, scientific, environmental, and creative development. Staff motivate the children, support their choices and value their ideas, engaging them actively in learning through play. Staff have worked through the revised Pre School-Curriculum during school and have adapted and built upon long- and medium-term plans. Many themes are used when planning the Curriculum, which take account of the children’s individual stages of development, interests, and abilities. During academic year 23-24 we will have 3 penultimate children and 1 child returning for a 2nd year.

The staff create a purposeful, supportive, nurturing, and safe learning environment where praise is used to celebrate success and encouragement is used to support a try again mentality.

"The person who really thinks, learns as much from his failures as from his successes"- John Dewey

As the children actively explore and learn about their world....

“... They learn to care for the world around them in the stimulating playrooms and the outdoor play environment.” ETI Pre- School Inspection

Report March 2017

Ongoing assessment is an essential part of the staff’s planning for learning and teaching. Seesaw will be used alongside written observations and photographic evidence to identify progress and achievement- with monthly targets designed in line with the focus for the month. Staff look to recording and making observations as photographs on classroom iPad/cameras. These photographs and teacher comments will be monitored throughout the year to ensure learning is progressing or as an aid to improve future planning. The digital app-Evidence Me is being piloted for a few weeks as an observation method.

Parents/guardians are encouraged to support their child’s learning and are encouraged to read notice boards that highlight each month focus for the six areas of our curriculum.

The monthly Newsletter, now issued by SWAY as part of our ECO School initiative, and available on our website, highlights areas in which parents/guardians can support their children.

Parents/guardians meet with the class teacher at a Settling in Meeting in Term 1 and can comment on the teacher’s initial written comments. Parents are asked to choose between a telephone call or face-to-face meeting. Reports are sent home to parents in Term 3 and a copy of the transition report is sent to the child’s primary school.

Parents/ guardians are also invited to contribute to their children’s learning through responding to photographs/ videos shared with them through SeeSaw. These photos focus on their child’s progress and achievements.

Monthly learning photographs are displayed in each classroom for parents/ guardians to see. The photographic display board in the foyer is updated each term to illustrate activities, visits, visitors to the Nursery. Any events happening are photographed and a collection of classroom event photos are kept.

Our ECO Wall is kept up to date with our Eco activities on display in the foyer.

A file folder of Our Certificates/ Awards is on display in the Foyer.

Parent/ Guardian Questionnaire comments April 2022

“I think his experiences at Nursery School have developed his passion for learning”.

“My daughter love St. Anthony’s……we feel she is very well cared for. We feel she is known as an individual and love the community feel of our

Nursery”

“Best Nursery experience”

“…. the fantastic team at the Nursery spoke to me and took away all my concerns”.

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| (b) The Promotion of Pupil's Attendance, Good Behaviour and  Discipline |

In St Anthony’s Nursery, the staff work to create a climate where mutual trust, respect, confidence, and a caring ethos are evident throughout the school. The parents/guardians and the staff share and demonstrate a strong sense of identity with the school and its aims.

Parents/guardians are advised of the need to ensure their children’s good attendance to enhance their child’s learning opportunities in all aspects of the curriculum. Parents/guardians are informed about their child’s attendance on each formal report and at the formal progress meetings.

We place a strong emphasis on positive discipline through consistent implementation of our Positive Behaviour Policy, which helps the children to understand and co-operate with the necessary rules and routines. Captions of “The Golden Rules” are displayed in the hall, in each classroom, on the school’s website and are shared with parents/ guardians at the Open Day and in the Starting School Folders. Our aim is to help the children become self-disciplined, accept responsibility for their own actions and respect others and their work.

In normal years we encourage the parents/guardians to support us through attending workshops run by the Nursery or facilitated by local outside agencies.

“...in most cases they (children) interact and co-operate thoughtfully with peers in play and in the daily routines and respond positively to the staff's high expectations for them.” ETI Pre School Inspection

Report March 2017

AN ASSESSMENT OF:-

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| (a) | The Nature and Quality of:- |

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| (i) | The General Progress of Pupils |

The staff have a shared understanding of the rationale and application of our agreed observation and record keeping schedules. This is evidenced by initial information from parents/guardians, gained from our “Admissions Information” pro forma; meeting with parents in Dec before application for Open Day: meeting with parents in June at Open Day and Open Night; meeting with parents/ guardians at Open Morning Stay and Play in August; “Pupil Profiles”, which are maintained and updated regularly throughout the year; Photographs and Assessment Profiles completed in liaison with staff and other outside agency professionals when appropriate.

Parents/guardians are encouraged to contribute to these profiles, which are shared with them each term, and it is evident from comments made by parents/guardians in previous years, that whilst the children make progress across all six curricular areas most notable progress seems to be made within the area of Personal, Social and Emotional Development.

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| (ii) | The Management Structures and Responsibilities within the  School |

The principal endeavours to inspire confidence and respect among the children, staff, and parent/guardians, promoting in them a sense of their own worth. Goals and expectations of what the school can achieve for its children are shared with all the staff and with the Board of Governors.

There is an effective team of qualified and skilled staff to meet the statutory requirements, implement an appropriate and revised pre-school curriculum and meet the needs of the children including those with Special Educational Needs. The Nursery teamwork together closely in planning, implementing, evaluating, and developing the Nursery Programme of Learning and their goodwill is often evident in their willingness to attend additional meetings and further their professional development, often outside school hours.

All staff and the Board of Governors are involved appropriately in the school’s life and work. The school benefits from an effective team of qualified and skilled staff who work closely together in planning, implementing, evaluating, and developing the programme of learning to manage curricular areas effectively. The school team contributes to, have a shared understanding of, and display commitment to, the aims, policies, and plans for development. Whilst there are no responsibility points available for staff at present in the school, their different roles and responsibilities are understood clearly and are as follows:

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| Staff 2023 - 2024 | Roles |
| Mrs Marie-Claire  McIlroy | Acting Principal  Class Teacher  Designated Teacher for Child Protection |
| Mrs Roisin Gamble | Class Teacher  SENCO  Deputy Designated Teacher for Child  Protection |
| Mrs Katrina McCormick | Nursery Assistant  Supporting Children with SEN  Acquiring additional resources & organisation of resources |
| Mrs Anne O’Lynn | Nursery Assistant  Supporting children with SEN  Acquiring additional resources & organisation of resources |
| Miss Sarah Wright            Miss Toni Connors | Nursery Assistant  Supporting children with SEN  Acquiring additional resources& organisation of resources      Student Nursery Assistant |
| Mrs Roisin Lavery | Clerical Officer |
| Ms Pauline Wright | Buildings Supervisor (acting) |
| Ms Jackie McConnell | Dinner Supervisor |
| Miss Katie Magill  Miss Whitney Robinson | Student  Student |

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| BOARD OF GOVERNORS in 2023-24 | | |
| Chairperson & DENI Rep | | Mr John Byrne |
| Deputy Chairperson/Trustee | | Mr Paddy Mc Keown |
| Teacher Representative |  | Mrs Roisin Gamble |
| Parent Representative |  | Mrs Kelly Mc Cambridge |
| EANI Representative |  | Mrs Michelle McGoogan |
| EANI Representative |  | Mrs Ruth Mc Dowell |
|  |  |  |
| Trustee |  | Ms Aine Fleming |
| Gov Responsible for Child  Protection/ Trustee |  | Mr Owen Fisher |
| Parent Trustee |  | Mrs Una Mc Allister |
| Non Voting Principal  Non Voting Secretary |  | Mrs MC McIlroy  Mrs Roisin Lavery |

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| PUPIL INFORMATION GENERAL 2023 - 2024 | |
| Enrolment Pre School Year | 52 |
| Attendance for year 23-24 | 98% |
| Free School Meals % | 19 children (36% on census date) |
| Special Needs 23/24 | 15 |
| Child Protection Cases 23/24 | 3 |
| External Agencies currently  involved this academic year | EA Educational Psychologist  Service  Speech and Language Therapist  Health Visitor  Paediatric Clinic  RISE |
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| (iii) | The Teaching Provided by the School |

As evidenced by our Inspection Report

"The nursery's child-centred approach to care and welfare impacts positively on the learning, teaching and outcomes for the children"

"The written planning is comprehensive and guides the staff well in their work with the children"

"The staff know the children and their individual needs well"

ETI March 2017

The staff create a purposeful, stimulating, nurturing, supportive and safe environment in the school. They motivate the children and engage them actively in learning through play, exploration, and discovery.

Within this productive climate, and because of observing and listening to the children, the Nursery staff are able to encourage the children’s own ideas and self-chosen play. The staff’s interaction and involvement with the children support the children’s chosen activities and intentions. They make skilful use of a range of approaches to exploit the potential of the play and other activities to promote the children’s learning.

## Parental Feedback April 2023

“St. Anthony’s is an excellent school that focus entirely on the children. I cannot recommend or speak highly enough of all the staff”

“My child is very happy coming to and from school. The staff are very friendly and welcoming”

“The teachers do amazing work through the year preparing them for big school”

“From the first day my daughter has been excited about nursery life and her teachers have really instilled a love of learning in her. Thank you.”

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| (iv) | The Arrangement for the Professional Development of Staff |

The previous principal had a sound understanding of children’s development and learning and is committed to promoting her own professional development and the personal and professional development of all the staff. Mrs McDonald-Anakaa retired in late August 2023. Mrs Marie-Claire McIlroy is acting principal until the position is filled. Unfortunately sub cover is not usually provided for the teaching Principal to attend training and this continues to be an issue in this academic year. Staff are made aware of relevant training and are encouraged to avail of this. In house training is provided after staff have attended out of school training. The principal liaises closely with other Pre School leaders to continually promote best practice.

As outlined in our ETI Report;

“...The very good leadership and management of the nursery is effective in promoting excellent teamwork and maintaining a consistent focus on providing high quality care and pre-school education.” March

2017

In consultation with the staff, the priorities for staff development are identified and matched closely to the needs of the school as outlined in the School Development Plan. The priorities are met effectively through appropriate training and development opportunities including regular attendance at cluster group meetings arranged locally to exchange views and information on pertinent issues. The principal regularly leads staff development, and all staff are encouraged to share best practice on an ongoing basis. Staff Development days are regularly used to work on priorities which staff have identified.

The teaching staff will continue to be involved in PRSD and liaise with the Governors on a regular basis.

Quote from Parent/ Guardian Questionnaires April 2023

“My child loves attending nursery every day. I couldn’t be happier with everything they have done”

“The teachers are always super friendly and approachable and are very good at putting your mind at ease…… Best nursery ever”

“I know that…..enjoys her time in Nursery. The school has done brilliantly despite restrictions”

Staff have participated in or lead the following training courses

2024-25

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| 2024-25 |
| Child Protection Sept- 23- all staff |
| DDT Child Protection- Dec 23 |
| Numeracy- Early Years |
| Outdoor Play |
| Induction for First Time Principal |
| SEN training for SENCO |
| Child Bereavement CRUSE Sep 2023 |
| EA First time Principal Induction: Child Protection Dec 2023 |
| EA First time Principal Induction: LMS Oct 2023 |
| EA First time Principal Induction: School Ethos Nov 2023 |
| Getting Ready to Learn Programme Nov 2023 & Jan 2024 |
| EA First time Principal Induction: Critical Incident and Bereavement Nov 2023 |
| EA HR Recruitment- Managing Attendance Dec 2023 |
| SEND: Transforming Practitioners in Early Years Jan 2024 |

There is clear evidence that the training and staff development undertaken to date have improved the quality of the teaching and learning within the school. The staff share together the ideas and expertise gained through training and development, to the benefit of all the children.

The Governors are updated regularly on the progress made towards meeting the targets identified as part of Performance Review and Staff Development. The Principal and newly reconstituted Governors will continue to attend training by EA and CCMS.

"The board of governors is well informed, fully dedicated and supportive of the nursery's work" ETI Report March 2017

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| (v) | The Curricular & Extra Curricular Provision Made for Pupils |

St Anthony’s Nursery School provides a safe, caring and stimulating environment where there is a wealth of appropriate equipment and input by qualified staff to meet the needs of each child.

As ETI reported in March 2017: -

"The children with additional needs are integrated very well and access all aspects of the curriculum with skilful and caring adult support"

"The nursery has developed an impressive range of links and partnerships with others ......to bring benefit to the children in broadening and enriching their learning experiences"

The children are encouraged to participate actively in carefully planned activities in a challenging environment where development can take place. Through a curriculum which is broad and balanced, the children are allowed to make choices and are given opportunities to investigate, satisfy their curiosity, explore their environment both indoors and outside, share the world of books, music and drama, experience success and develop a positive attitude towards learning.

Recent budget cuts have impacted on the Extended Schools Programme.

The Principal and BOG will ensure the children are able to take part in as wide range of sporting/ musical/ language and literacy and World around Us activities, as can possibly be safely managed during the pandemic. Activities are designed to promote our children's physical and mental wellbeing and support the aims of our action plans in SDP.

The school has been involved in the Getting Ready to Learn Programme and has undertaken Healthy, Happy Kids (Sports kits), Ages and Stages and Education Works. We will continue to benefit from the library resources we were able to buy in last year through Big Bedtime Read and further aim to promote language and literacy and love of books through this academic year- we hope to be able to avail of our lending library after Halloween- guidance allowing. Every child will choose 4 library books to take home to share every week. With Happy Healthy Kids and Ages and Stages-children in previous years had a sports pack and a games pack to share at home. Again, this will not be possible at least in the first term. Parents/ guardians/ grandparents are normally invited to join us for Stay and Plays during term 2 and 3.

VISITORS AND VISITS/EVENTS MADE SCHOOL YEAR - 2023-

## 2024

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| October | * Wear Purple for Mental Health day * Fancy Dress/ Party - Halloween | November | * Pyjama Day   Children In Need   * Mr Hullaballoo sessions | for |
| December | * Open Day * Children’s Christmas Dinner, * Christmas Jumper Day -Save the Children * Visit from Santa * Jump. Jiggle and Jive Sessions * Christmas Concert- parents attended * Attended Primary School for Christmas Concert | January | * Admissions for pre school and primary 1 opens and closes on 9th and 26th January respectively * Playball sessions based in primary school * Jump, jiggle and jive sessions * Big Bird Watch |  |
| February | * Wear red for midterm party * Playball sessions in primary school * Begin children’s library in school * School photographer | March | * World Book Day Dress Up- Book Aid * Easter egg hunt * GRTL packs for parents * Visit from Easter Bunny | |
| April | * Art exhibition for parents | May | * Sports day * Spots and Stripes Day for WWF | |
| June | * Ice Cream Van * Graduation Concert | |  | |

The children have an opportunity to participate in the Lending Library, Happy Healthy Kits, book clubs and charity fund raising events- MacMillan Coffee Morning, Pyjama Day for Children in Need, Wooly Jumper Day for Save The Children, Dress as Book Character for Book Aid .

We intend to continue with these charities and fund raising for 2023-24 as part of our ethos of care, community and world vision.

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| (vi) | The Provision Made for Pupils with Special Educational Needs |

Within St Anthony’s Nursery there, is a climate of “Respect for All” including those with physical disability or learning delay. Children with additional educational needs including gifted and talented children are integrated into school as fully as possible with other children giving them access to the same materials, activities, and experiences as the other children.

Upon acceptance of a place at the school all parents/ guardians, regardless of whether their child has an outside professional involved, are asked to complete a Special Educational Needs and Disability questionnaire to enable us to enlist the appropriate support from EA and other agencies in advance.

” ........ They provide effective support and nurture for the children

identified with additional learning needs"

ETI Inspection Report March 2017

Whilst provision for the SEN pupil previously coordinated by the Principal with the assistance of the Assistant Teacher, Mrs Gamble has been appointed SENCO in Sept 21. Parents/guardians are consulted regularly. Parental contributions are encouraged, and it is expected that parents/ guardians work with the school and converse with outside agencies to provide the most effective way of making their child’s Nursery experience rich and fulfilling. Parents/ guardians input is valued regarding the formulation of an Individual Educational Plan. All members of staff are involved in providing support to integrate and include such a child. A child or small group of children may be withdrawn if it is deemed appropriate by the class teacher for 1-1 or small group support regarding their primary need.

We work in conjunction with outside agencies in such cases, and are proactive in approach, in order to provide the most effective way of making the children's Nursery experience rich and fulfilling.

We share our information with a range of professionals in the strictest confidence in order to provide the best experiences for each child, in addition to liaising regularly with Health Visitors, Speech and Language Therapists, Physio Therapists, Occupational Therapists, Practitioners at the Child Development Centre. A consultation meeting with the Educational Psychologist is held in October and the ASD Support Service are also consulted if appropriate. Staff avail of regular training opportunities and cluster groups focusing on SEN and developing Individual Education Plans. The SEN Co will attend training throughout 2023-24 on the implementation of SEND Act

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| (vii) The Provision made for Pastoral Care of Pupils/ Safeguarding  Children |

The Governors and staff of St Anthony’s Nursery School, have a primary responsibility and show a strong commitment to the care, welfare, safety and well-being of the children in our care. We value each child as an individual and strive to promote self-worth, self-respect and self-esteem within each child.

The school is a community of children, teachers, Nursery Assistants, Secretarial, Caretaking and Kitchen staff who all co-operate to provide a secure, peaceful environment for our children to learn and develop as individuals showing respect for other people, animals, their immediate environment, property, and the world.

In March 2017 ETI observed.

“The positive relationships and effective communication with parents keeps them well informed about their children's progress and how to support their children's learning at home"

The school has comprehensive and appropriate policies on welfare issues in line with the latest Department of Education guidelines and guidance issued by the Northern Health and Social Services Trust. These include Child Protection, Behaviour Management, Anti-Bullying, Health and Safety, and the Healthy Eating Policy. The staff have a clear understanding of their roles and responsibilities in protecting the children and they carry out these responsibilities fully and effectively, seeking the parent's support in this process. All staff have been trained in the following:

* Strategies for resolving conflict with young children
* Children's emotional well being
* First Aid

Parent/guardians are made aware of and given information about school's policies and procedures at the New Parent Induction Evening and throughout the year via the monthly newsletters, the Parent Notice Board and school's website.

The requirement to keep current and use best practice has meant that staff have reviewed and updated policies and procedures involving all areas of Child Protection, Intimate Care, Pastoral Care, Health and Safety Policies through the 2023-24 academic year. Mrs McIlroy is the Designated Teacher for Child Protection and Mrs Gamble is Deputy Designated Teacher. Mrs Gamble is returning to the role of SENCO. Staff will avail of updating procedures during staff training on Child Protection.

"Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the Dept of Education" ETI Inspection Report March 2017

All staff and students on placement have been subject to appropriate background checks via Access NI and have received appropriate training/ advise from the principal, which is updated frequently. As part of the review and updating on Child Protection carried out each year, staff are asked to sign a revised Code of Conduct approved by the BOG- reflecting changes in access to e.g., social media. Parents/ guardians wishing to accompany school trips are advised of the Do’s and Don’ts regarding conduct on school outings and sign a declaration to that effect. The staff are vigilant about children's well-being, health and safety and they recognise, and deal appropriately with behaviour, which has the potential to become bullying.

Staff maintain appropriate records of all accidents and incidents relating to children's welfare. The school has its own Risk Assessment format and risk assessments are carried out where appropriate to ensure the safety of all. As a result, the children's personal, social and emotional development is promoted effectively, and they gain an awareness of how to keep themselves safe and healthy.

The children are consulted when establishing "The Golden Rules" at the beginning of the school year and are regularly consulted regarding planning the curriculum and in the evaluation of activities. Parents are asked to support these rules for the safety and well-being off all.

The children make excellent progress in Personal, Social and Emotional development as evidenced in the detailed ongoing observations carried out by the staff and confirmed below in the feedback from the parents in the end of year report and in their responses to questionnaires. Where staff have concerns, they will work together and with the child and parent to ensure the child's happiness and well-being in Nursery

" The children's personal social and emotional development is a strength: in most cases they interact and co-operate thoughtfully with peers in play and in the daily routines and respond positively to the staff’s high expectations for them"

ETI Inspection Report March 2017

To extend and enhance the work ongoing in the classroom the children are encouraged to express and indicate their feelings through the Emotions Wall as well as in Circle Time and Together Time. These sessions enable the children to understand how they are feeling and how we can all help each other feel better

Safeguarding Children

St. Anthony's Nursery School has a responsibility to safeguard and promote pupils’ safety and well-being. Our Safeguarding Children's Policy includes a Child Protection Policy which reflects both its legal duties and its pastoral responsibilities. The policy works to create an ethos which contributes to the care, safety and well-being of children.

The children are entitled, as a right, to attend school, free from harm, bullying or threat. They are entitled to attend school feeling happy and safe whereby learning will happen in a relaxed and safe environment.

In order to ensure that this happens, procedures have been put in place that the front door is locked during class time and that all adults, including parents must report to the school office or the principal’s classroom should the Secretary be off site. All visitors must sign the visitors book when entering the building. All pupils who need to leave school for an appointment or through illness must be signed out by a responsible adult.

Parents/ guardians are made aware of these arrangements at the start of the year and through our Newsletters, which are now sent using the SWAY.

The Nursery began our parents/ guardians texting service in Sept 16 and this has proved really successful for reminders and keeping parents updated on events.

We launched our new and updated website in Dec 2021 and this has proved a highly popular way of keeping parents/ guardians up to date.

Seesaw is continuously used to communicate with parents and send updated photographs and videos to demonstrate children’s progress and learning.

When they have anxieties, the children turn confidently to the staff and receive appropriate support and reassurance.

“The Nursery's systematic approach.......leading to continuous

improvement in the best interest of the children...”

ETI Inspection Report March 2017

The parents/ guardians are made aware of the school’s approaches to welfare matters, and of the procedures for making enquiries and complaints at the Parent/ Guardian Meeting, Open Night, the Parent Board, and the monthly newsletter.

There is good liaison, including collaborative working, with relevant health and welfare agencies.

Health and Well-Being of the Pupils

The health and wellbeing of the pupils is a top priority for St. Anthony's Nursery School. We promote healthy eating through our Healthy Snack and by encouraging healthy lunchboxes for those children who do not eat a school dinner. The school has been awarded an accreditation for being a Healthy Snack School from Home First Trust.

Mains water coolers are constantly available in each classroom, and it is school policy for the children to bring their reusable water bottle from home to drink water through the school day.

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Healthy exercise and the importance of being outside in fresh air is encouraged through daily outdoor play in the mornings and in the afternoons with a wide range of resources available for fun exercise. We have committed to one hours outside play each day Where weather restricts outdoor play, areas are cleared inside for exercise and dance opportunities. We have umbrellas for the children's use if necessary and in summer sunhats are worn.

School provides a range of physical fitness activities annually We last benefitted from Extended School funding in year 2020-21 for and were able to provide a wide and diverse range of activities. We did not benefit from Extended Schools in 201-22 and will not in 2022-23. However, our BOG is adamant that our children will be offered the same wide range of activities that previous children have enjoyed and benefitted from.

As part of the Getting Ready to Learn project on Healthy, Happy Kids we have bought in sports equipment. We encourage the parents to email us photos of the kits in use and give us ideas other than those we have suggested and attached with the kits.

As part of our Green Flag Eco Schools Award, we encourage healthy eating and indeed grow and eat our own vegetables and fruit.

Children's medical needs are attended to in line with our policy on administering medicine. Parents/ guardians are required to give written permission for this to take place in school and a care plan is drawn up with relevant staff and parents/ guardians.

All staff are trained in First Aid (Training provided Aug 2022) which included the use of EPI pens. This will be updated for 2023-24 due to medical conditions. An SEN Assistant will be in place for a child with specific medical conditions and training has been provided.

Staff work closely with parents/ guardians in supporting children with medical needs.

Staff maintain appropriate records of all accidents and incidents relating to children's welfare. Several staff members have attended training on Safe Handling and all parents are asked to sign a Safe Handling consent form at the start of the year. As a result, the children's personal, social and emotional development is promoted effectively, and they gain an awareness of how to keep themselves safe and healthy. Parents are made aware of the school's approaches to welfare matters and of the procedures for making enquiries and complaints. The school has a good working relationship with relevant health and welfare agencies.

From April 2016 we have been involved in the 3Plus programme with a Health Visitor assigned to the Nursery as part of the Getting Ready to Learn programme. Parents/ guardians were able to avail of an appointment in school with the Health Visitor. Staff are very happy to have this facility and encourage parents in its uptake each year.

Ref: Safeguarding/Child Protection Policy; Intimate Care Policy; Admissions Information: Behaviour Management; Anti-Bullying

Policy; Health and Safety Policy; Healthy Eating Policy

Children are asked for their comment since the April 2019

Questionnaire-

In 2021-22

Please ask your child what they like best about Nursery

"I love meeting my teachers and friends and the toys that I always get to play with”

"He has loved all the interesting things he has learned in Nursery”

“Play with friends”

“Drawing”

“Water Tray, feeding the birds, playing outside”

“The swings and the slide”

“…..likes going to nursery every day…….likes playing basketball and doing arts and crafts. She loves having picnics and when Mr. Hullaballoo visits …the gift from the Easter bunny and Santa. ..loved doing the gardening and learning about nature,”

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| (viii) The Strategies for Promotion Pupils Attendance, Good Behaviour and Discipline |

ATTENDANCE

St. Anthony’s Nursery School is regarded highly in the local community. There is a high demand for places each year. The birth rate sometimes fluctuates from year to year and with a lot of preschool provision in the local community, sometimes children are admitted in their penultimate preschool year.

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| 2023/2024 | 98% Attended Average |  |

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| 2017/2018 | Attendance averaged 98.6% |
| 2018/2019 | Attendance averaged 97 % |

Attendance for years 2020-2021 was severely impacted by lockdown and year 2021-22 was impacted by big numbers of children and staff having covid or being close contacts of covid cases. The vast majority of parents/ guardians kept their children off school for the 10, then 7 days isolation when a family member was positive.

In St. Anthony’s Nursery School, attendance of the children is generally excellent with no persistent absenteeism. However, should an issue arise regarding absenteeism the class teacher will raise matters initially with the parents/ guardians informally and subsequently at a formal parent / guardian meeting in an attempt to alleviate any problem arising. Should the problem persist, the parents/ guardians will be contacted by the Principal and again discussion will be informally. If there is no resolution the Board of Governors will be informed. Where a child is absent for more than 20 days the place may be allocated to another child unless the school has been informed of a valid reason for absence.

POSITIVE/ GOOD BEHAVIOUR AND DISCIPLINE

In St Anthony’s Nursery School, we place a strong emphasis on positive discipline. Our priority is to make the child feel welcome and secure with us. Where they feel accepted their confidence will flourish so that they can in turn develop their own self-discipline, accept responsibility for their own actions and respect others and their work.

The staff work to create a climate where mutual trust, respect, confidence and caring ethos are evident through the school. The consistent implementation of the positive behaviour policy helps the children to understand and co-operate with the necessary rules and routines. Where possible the children are involved in drawing up the “Golden Rules” (detailed below) and the “Safety Rules” for both indoor and outdoor play. The parents/ guardians are informed about these rules at Open Night, via the newsletter, the Parent Board and the school’s website.



## Our Golden Rules

* We are gentle

* We take turns

* We share

We are helpful

* We use our quiet voice indoors

* We look after our toys and books

Through the consistent implementation of these rules and ongoing opportunities for reflection, the children are constantly encouraged to consider the needs and wishes of others and to develop self-discipline and responsibility. The policy of the school is to try to help children understand what they have done wrong and how the action affects others and themselves. The staff are vigilant for opportunities to highlight, encourage and reinforce positive behaviour whilst responding to challenging behaviour in a constructive, caring and sensitive manner and in partnership with the parents.

We rely on parental/ guardian co-operation, beginning with the Induction Meeting in June. The parents/guardians are encouraged to be aware of the school’s approaches/expectations with regard to behaviour as we feel it is vitally important that both home and school have the same expectations about what is appropriate and acceptable behaviour.

Staff follow the same plan for Solving Problems and Resolving Conflicts (based on Highscope)

Approach Calmly; Acknowledge Feelings; Gather Information;

Restate the problem; Ask for solutions and choose one together; Be prepared to give follow-up support.

The staff have found this method has been effective in resolving conflict because it provides the children with choices within the general classroom teaching and encourages them to be pro-active in finding solutions to problems they encounter on a daily basis.

The Positive Behaviour Policy is shared / updated regularly with the

Board of Governors of the school

Ref: Positive Behaviour Policy

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| (ix) | Arrangements for Managing Attendance |

Children self-register on arrival daily and the daily register is updated by the class teacher. If a child is sick, we ask the parents/ guardians to contact the school by phone/ email. The class teacher maintains the register and highlights any problems concerning a child’s attendance with the principal. As is often the case with this age group of children however, due to their lack of immunity, there are many unavoidable absences due to illnesses that spread rapidly. Staff are vigilant in ensuring that children wash their hands, cover mouths when sneezing, coughing and use a paper tissue.

Should an issue arise regarding absenteeism the Parents/ guardians will be contacted by the principal and if there is no resolution the Governors will be informed to discuss the matter further.

The staff maintain appropriate records of all accidents and incidents relating to children’s welfare. As a result, the children’s personal, social and emotional development is promoted effectively, and they gain an awareness of how to keep themselves safe and healthy. The parents/ guardians are made aware of the school’s approaches to welfare matters and of the procedures for making enquiries and complaints. The school has a good liaison with relevant health and welfare agencies.

The school operates a Healthy Eating Policy in line with the latest DENI guidance and communicates with parents/ guardians regarding keeping fit and healthy, outdoor play in all weathers.

Managing Attendance and Health and Well Being of Staff

St Anthony’s Nursery School aims-

* To promote a supportive approach to staff health and welfare
* To maximise staff attendance
* To inform staff and Governors of the policy for managing attendance
* To ensure confidentiality of information and facilitate a consistent approach to staff attendance in schools
* To ensure that staff are treated fairly, consistently, and sensitively when ill.
* To raise awareness of welfare support services
* The school also recognizes the importance of the health and wellbeing of the staff.
* Governors recognise that staff need support when ill
* Staff may contact welfare and counselling services for advice
* Other procedures such as career breaks, compassionate leave and Job Share Scheme are considered
* Under the Disability Discrimination Act, it is unlawful for Governors/ Employers to discriminate against disabled people.

The well-being of the staff is important, as they are the best resource of the school, through regularly appreciating and celebrating staff strengths and the overall success of the school.

Staff attendance overall is excellent. Staff are without exception dedicated in their service to the Nursery and this excellent record of attendance and dedication is made known to the Board of Governors at meetings and a message of thanks is returned to the staff.

An open channel of communication exists between the Principal and staff who are provided with an opportunity of an informal, confidential interview on return to work- should the occasion arise. Staff are aware of additional avenues of support eg Inspire- information regarding access being posted on a staffroom/ office notice board. Regular opportunities to meet as a team are availed of- staff have a weekly planning and Staff Meeting. Activities are enjoyed both in and out of school.

The Board of Governors of the Nursery School has adopted the “Managing Attendance at Work” policy issued by the EA.

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| (x) The School's Links with Parents/ Guardians of Pupils at School and the Wider Community, Including the Business Community and Other Schools |

St. Anthony's Nursery School has strong links with parents/ guardians, local parish, and the community along with voluntary and statuary bodies

The Board of Governors and the staff recognise the role of parents as their child’s first educator and regard the support and contribution of the parents as key elements in the success of the Nursery. We believe it is essential to work together in partnership to achieve the best possible education for the children

The school actively encourages parents to become involved in Nursery Life to enhance their child’s learning potential. This is achieved in the following ways:

* Parent/ Guardian Information Packs
* Informal parental/guardian feedback daily
* Formal termly parent/guardian meetings to update child’s achievement profile
* Daily meet and greet by staff at the start of the day and at collection time
* Monthly newsletters
* Text service
* 3 Plus Review with the Health Visitor
* Stay and Play Sessions
* Regular updates of school website
* Annual questionnaire to record parent opinions and from June 2016 reflects the children’s views
* Individual photographic and written record of the nursery year presented at the June Graduation
* Assisting with classroom themes
* Assisting with curriculum enrichment activities
* Volunteering on trips
* Attending Evening events
* Parents/ Guardians Lending Library- which parents are constantly adding to
* Parents/ Guardians Notice Boards in Foyer
* Parent/Guardian and Child Art and Craft / Gardening/ Cooking Activities-
* Parents/ Guardians involved in informal gatherings/ fund raising opportunities eg Macmillan Coffee Morning Sept / Quiz Night, Big Spring Clean
* Parents/ Guardians invited to Christmas Show/ Graduation Ceremony/ Art Exhibition
* Handouts featuring ways in which parents can support and extend their children’s learning at home are sent home regularly
* (Due to covid most events and occasions for families to attend were not able to happen 2021-212 it is hoped that these may occur in school year 2022-23

Parental/guardian support of the work of the school is developing very well. Parents/ guardians are kept informed monthly by Newsletter and the school’s website and text service of what is being covered in the curriculum and up and coming events. We continue to look to make improvements in Transition for our children into Nursery and beyond Nursery into Primary. For 2022-23 we will look to ways of adding to and enriching our parent/ guardian interaction and involvement opportunities

Parents/ guardians and wider family circle have supported the school by attending events and providing eg buns for Mac Millan Coffee Morning; prizes for Quiz Night; Christmas Concert, Stay and Plays, Volunteering, accompanying school trips etc

A Questionnaire was given to all parents/ guardians in April 2023

Parents/guardians were asked, what their child liked about

Nursery, comments included:-

"Playing with my best friends. Playing outside. Learning about Halloween,

Easter, summer and Valentines”

“…the water tray, reading stories”

"I like the drawing table “

“Drawing and swinging outside”

“Playing outside and story time”

“Being line leader…… thinks he has the best teachers in the world”

“She adores the assistants and teachers”

Links With The Community:-

The school links with the wider community continue to develop and this we will continue to explore and build upon in our School Development Plan. A range of community organisations, such as the local branch Librarians, the Road Safety Officer, the Fire, PSNI and Ambulance services, a representative from the RSPB, the RNLI and the Community Dental Officer visit the school all help to enhance the children’s learning opportunities. These visitors have significantly increased the children to explore and reflect on the roles of people within our community at a much deeper level. We aim to draw on expert outside providers to provide fun, physical, cultural and natural world experiences for our children. The Staff have observed that the children draw on these visits and visitors in the use of new vocabulary and language appropriate to specific roles.

As a CCMS school we have close links with our local Parish Priest Father O'Brien and as we are a school reflecting our location in a mixed community, we have made links with clergy of other denominations. We hope to build on these links for the future.

Our staff and BOG make up reflects our mixed religious intake. We have in previous years had pupils of Islamic faith. Staff and BOG are proud of our very much shared education position in the community.

As part of our Green Flag Award for Eco Schools we have a partnership with Larne Council and work closely on re cycling and Big Spring Clean. We worked closely with Larne High School in a joint Fridays For Climate in March 19.

Links with the Nursery Sector:-

Our school has links with other local nursery providers- initially this was through LEEP but unfortunately this cluster is no longer in place. These ties have ensured that we will be able to build on our good relationships with our Nursery and Playgroup colleagues over the next few years and as part of our looking to work on our Transition procedures we will be drawing on these links. It is unfortunate that lack of funding has meant the demise of the LEEP partnership.

The principal has strong ties with fellow Principals and Heads of Units beyond the Larne area and avails of opportunities to build on and share good practice with other settings.

Links with Primary Schools:-

Our school has developed many positive links with the local Primary Schools. We have developed strong links with St Anthony's Primary School, which is on the same campus and often utilise their school facilities. We have previously linked with St. Anthony's Primary and Larne and Inver Primary through Extended Schools in the years we have been eligible. The children were invited to Stay and Plays and Christmas Plays previously.

As a result of talking to parents/ guardians and staff expressing concern as to how we in the Nursery could promote more favourably our children’s transition from Nursery into Primary we decided to build on our relationships with feeder Primaries and look to ways throughout this coming year in which we could promote smoother transition and diminish children, and parents, concerns over starting ‘Big School’

During the month of June, the local Primary One teacher from all the Primary Schools our children will attend were invited to come along and meet the children in their Nursery class. Due to covid this was not able to happen in year 2023-2024 but was successfully managed in 2023-24. In the month of September, the Nursery Principal will liaise with the feeder primary schools to exchange information.

Transition Forms and SEN information were completed and posted out to feeder schools. The Principal or class teacher was involved in over the phone conversations with P1 teachers.

Links with Secondary Schools/ Colleges/ Universities

We had several students in for Work Experience which was a good opportunity to build relationships with the post primary schools.

Each year we receive students on eg teaching practice, work experience placements or students who are studying for NVQ awards. We work closely with Stranmillis University College, St. Mary’s University College, MET and NERC.

Links with Charities

The Board of Governors and staff feel strongly that we owe a duty of responsibility to help those less fortunate than ourselves. For 2023-24 we were involved in fund raising for-

* Pyjama Day for Children in Need
* Woolly Jumper Day for Save the Children
* Dress Up for World Book Day/ Book Aid
* Macmillan Coffee Morning
* Christmas Card and Donations in Lieu of Staff Gifts to Homeless Charity

* We care about our responsibility to the animals we share the planet with-

Spots and Stripes Day for WWF

* Sponsorship of a lion in Belfast Zoo
* Sponsorship of a Rhino with WWF

Links With the Business Community

The school aims to build on links with local business’s: -

Co-Op and Tesco -Sponsored our Macmillan Coffee Mornings in the past

John Macs Newcastle- sponsored our Ice Cream Van

Craigyhill Spar – sponsors fruit and water for Sports Day

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|  | **Buildng works** |
| 2012 | No major work undertaken |
| 2013      2015-16  2017-18 | Alarm system upgraded and new door monitoring system installed in the nursery school office    Climbing frame /swings and slide installed  No major work undertaken |
| 2016-17      2018-19              2021-  22  2023 | New furniture donated to upgrade Staff Room  Trees blocking light from Room 2 topped    Roofing and sky lights mended as leaking into verandah and kitchen  Roofing mended due to leaks  New Play House  Landscaping side garden along driveway into school grounds      Disabled Access ramp put in.  Disabled parking space put in  Covered verandah extension from rear of both classrooms  Internal painting requested  New front door requested    Climbing equipment checked and swing ropes fixed |

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| |  | | --- | | 3. BUDGET - SCHOOL FINANCES |     3A. Budget for Academic Year 2022-23    3B. An assessment of the planned use of St. Anthony’s Nursery Schools projected resources during the academic year 2022-23                         |  | | --- | | 4. A 3 YEAR OVERVIEW SDP 2022-25 FOR TEACHING & LEARNING; STRATEGIC MANAGEMENT; ETHOS | | | | |
|  | 2022-2023 | | Teaching And Learning:   * Principal, staff and BOG will review and update SEN Policy in light of new SEND Act and role out of training to Nursery. * Principal/ Staff will attend relevant training as continuous professional development Strategic Management: * Staff to review Curriculum Policy and adapt planning to reflect needs identified in review       Ethos:   * School community to take part in Take 5 Steps initiative for well being (Level 1) |
| 2023-2024 | | Teaching And Learning:   * Staff will use updated pupil observations tool to assess learning and aid future planning of short/long term planners * Implement Getting Ready to Learn Programme to enhance teaching and learning   Ethos:   * Staff use self-evaluation tool for professional development |
|  | | An assessment of the extent to which the school has met its key targets or progress has been made towards these targets in any School Development Plan which a school supersedes or revises    Due to Covid and its lasting impact we adapted our Action Plan to meet the challenges of school during covid.   |  |  |  |  | | --- | --- | --- | --- | | Action Plan | Targets | What was  Achieved | Future Action | | For BOG and staff to work together with families to ensure the health and safety and well being of all members | Whole school Risk Assessments will be in place, updated as guidance requires    Individual Risk  Assessments for CEV , CV, pregnant and those living with CEV will be in | Whole School  Risk  Assessment in place and adapted as guidance changed  Individual Risk Assessments were in place | Principal/ BOG will continue to follow all guidance from DE, EA, CCMS,  Dept of Health  Following of all guidance regarding |   39 | |

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| of the school community in response to the challenges imposed on the Nursery day due to the corona virus pandemic  and it’s implications on the running of the school and the education of our children | place and updated as guidance requires    Covid Response Plan in place and agreed by all BOG      BOG member  responsible for Covid Response Plan will be in place    Additional cleaning staff appointed            Families informed regularly about precautions and steps being taken | Pregnant members of staff worked from home  Covid Response Plan in place,  agreed by BOG and followed by staff    BOG member in place with responsibility for Covid Response Plan c  An appointed staff member to do an hour cleaning 3 days a week as additional cleaning      Families kept up to date via monthly Newsletter, seesaw, regular | Individual Risk Assessments      Covid Response measures will remain in place where deemed necessary      Governor retained Covid Response Plan responsibility    With Covid funding, it was extremely helpful to have this additional cleaning    Enhanced hygiene measures will continue and |

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|  | Signage in place around school                  PPE worn by staff              Record kept of all visitors, who will sign a disclosure | emails and text messages    Public Health posters printed and displayed reg mask wearing, social distancing, hand washing etc  EA Signage put up regarding prevention measures    Staff replaced visers with masks following advice. Aprons/ gloves worn for food prep and serving and in event of a change    Visitors were kept to a minimum. Mobile numbers were | parents will be informed      It is anticipated these formats will continue to be used to keep families informed  Signage/ posters shall remain in place until advised otherwise    Staff will continue to wear masks in school should they wish to and other ppe when required      Visitors will continue to leave a contact number when  signing in |

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|  | Visitors wear a mask and sanitise on entry    Automatic hand soap and sanitisers in place/ tissue stations/ lidded bins/ emollient in place      Cleaning materials provided in each classroom        Excess furniture removed | taken for contact tracing    Automatic sanitisers at entrances. Tissues, lidded bins, emollient in place      Cleaning materials topped up as required        Chairs from staff room removed as area too small to enable 2m distancing. Excess tables, cupboards removed from classrooms, foyer cleared | Staff will continue these measures          Steamer/ masks. Gloves. Wipes and plastic aprons, cloths and cleaning spray in each classroom  Office will remain a two table office with seating removed |

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|  | Staff trained in  First Aid    Class bubbles in place with named staff        Reallocation of entrance/ exits            Open Morning / Meeting Parents arrangements | and now provided space for Rainy Day circuits    Staff trained in  Aug 21    Class retained their bubbles until lockdown when all kw/ v children were in one room    Butterfly Room children enter/ exit from their verandah at back of school/ Rainbow Room enter/ exit via front door    Only having 4/5 children with one parent/ guardian worked  well | Staff trained in Aug 22    This measure proved very effective as 2122 was the year of most covid infection    These measures will continue            These measures will continue |

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|  | Principal keeping fully informed and keeping BOG up to date with changing guidance        Principal keeping staff informed and providing support / guidance as required | All PT Meetings were done over the phone. See saw proved a great way pf keeping families intouch with what their child was doing in school      Dedicated office day and keeping in touch with other Principals enabled keeping Principal up to date and therefore able to update BOG  Good relationship between Principal/ BOG and staff enables good sharing of information and excellent compliance | It is hoped to return to face to face meetings however it is expected that until winter is over we will have higher than usual infections and will use phone calls when deemed prudent    This will continue            This will continue to be supported |

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|  | Policies and procedures adapted to reflect ongoing school situation          Curriculum changes dictated by safety eg importance of outside play            Cleaning schedule agreed with Caretaker | Policies and procedures adapted throughout the year, reflecting changes in guidance eg singing/ not singing  Staff ensured maximum  outdoor play opportunities for curriculum delivery. Well Being Funding used to enhance garden play areas.    Checklist agreed after collaborative identification of cleaning schedule required/ signed off weekly | It is hoped that our delivery of the full curriculum will return to pre pandemic delivery        Staff will ensure outside learning is prioritised whenever possible          This will continue |
|  |  |  | Staff will avail of training specific to children’s needs in 22-23  Classes will continue to naturally bubble especially through the winter months when infection will probably be highest  Continue to liaise with other Principals for the sharing of good practice  Principal/ staff and BOG will continue to support each other and comply with all measures deemed necessary    Policies and procedures will continue to |
|  |  |  | evolve through 222-23 academic year |
| 5. A SUMMARY OF THE CHALLENGES AND OPPORTUNITIES  FACING THE SCHOOL | | | |

Over the course of the next few years, the school will be facing the following challenges and opportunities outlined below.

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| --- | --- | --- | --- |
|  | Challenges |  | Opportunities |
|                | Keeping school operating safely for all in a landscape of coming out of the pandemic with uncertainty for the  winter  Keeping safe a number of children and staff with medical vulnerabilities as we go into Winter coming out of the pandemic  Financial constraint  Substitite teacher to cover on class on an indefinite time scale to cover permanent teachers long term sickness  Not having extended  Schools funding  General social issues in an area of social deprivation  Accommodation needs further extended  Working parents –  communicating |                | Additional staff due to Engage 111 and SEN monies  Supportive parents/  guardians  Fostering continued relationships with other agencies e.g. speech and  language  therapists/Educational  Psychology/Occupational  Therapists/Child  Development Clinic/Health Visitors  Good relationships in local community  Staff expertise and new  skills with new staffing  Dedicated and committed staff with a wealth of ideas, experience and enthusiasm.  Being awarded Getting Ready to Learn funding to promote and support  learning |
| effectively. This may be met through see saw app- ongoing evaluation required | |  | Being awarded SEN money to fund learning and support opportunities |

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| 6.The extent to which the Board of Governors has consulted with children, parents/ guardians, staff and other organisations in the preparation of the plan. |

In relation to the content of the school, Development Plan the Principal consults with parents/ guardians, staff, children and other organisations on behalf of the Board of Governors. Any relevant concerns are taken into account.

Board of Governors meets at least termly. The Chair, Principal and Trustee are in regular contact. Individual Board members have attended training by EA.

BOG members are invited to and attend Open Night and eg Macmillan Coffee Morning, Quiz Night etc. It is anticipated that BOG members will be invited to and attend a range of the extended school activities we will be hosting during and after school hours.

The Principal will report to the full Board of Governors on a termly basis, and report to sub committees and Chair on a more regular, half termly basis and discuss staff issues and concerns and staff suggestions on how we can move forward.

Staff met throughout June formally and informally to make suggestions on possible action plans and ways forward for the next school year. The Principal collects and shares the end of year Parent Questionnaires with staff. This is shared with the Board Of Governors who are advised of Principal and staffs suggestions and responses.

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| 7. Arrangements for the Board of Governors, in consultation with the Principal, to monitor, review and evaluate progress against the School Development Plan |

The Principal updates the Board of Governors in relation to the progress made in the action plans at each meeting. The Board Of Governors has been in place since Nov 2019 and this continuity was invaluable through covid.

Board of Governors are provided with dates and follow up of staff training and any concerns or ongoing considerations.

The Board of Governor members are well known to and familiar to staff and parents/ guardians as they attend Nursery events and are a visible presence in the life of the Nursery and the community.

The Principal in conjunction with the Board of Governors draws up a yearly report for parents/ guardians a copy of which is issued to each family.

Governors are actively involved, which includes calling into Nursery informally and for individual updates on their appointed Governor roles. They also attend social events such as our Christmas Concerts, Annual BBQ, Sports Day and assist at fundraising events.

A BOG member is a current parent this school year.

Baker Days and Staff Development Days

2023-24

The Department of Education has again indicated that in addition to the existing five Baker Days, schools may wish to take up to five Staff Development Days (SDDs) for the purposes of school improvement and school/staff development in the 2020/2021 school year.

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|  |  | DATE  FOCUS OF TEACHER PROFESSIONAL LEARNING | |
| Baker  Days | Day | Date |  |
| Day 1 | Wed | 23rd Aug 2023 | School Dev Plan  Webinar Child Protection Conference- DT |
| Day 2 | Thurs | 24th Aug 2023 | Planning Meeting/ First Aid Training |
| Day 3 | Fri | 25th Aug 2023 | Action Plans/ Classroom prep |
| Day 4 | Mon | 29th Aug 2023 | Classroom prep/ SEN/ Child Protection  Training |
| Day 5 | Mon | 6th Nov  2023 | Planning / Classroom Prep/ SEN/GRTL |
| SDDs  (TPLD) | Day | Date |  |
| Day 1 | Fri | 6th Jan  2024 | Planning/ Classroom Prep |
| Day 3 | Mon | 12th Feb  2024 | Outdoor stores/containers/ Outdoors planning and prep/ GRTL |
| Day 3 | Mon | 18h March  2024 | 3rd Term Planning/Classroom prep |
| Day 4 | Mon | 8th April  2024 | Report Writing / Review SDP/ Action  Planning |
| Day 5 | Mon | 27th May 2024 | Evaluations/Organisation of next years classes |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | St Anthony's Nursery School Action Plan    For Board of Governors and Staff to review and update SEN policy in light of SEND Act 2016 and role out of training to Principal/ SENCO a Nursery Teacher. | | | | | | | nd |
| Baseline Position: Training for Principal/ SENCO/ Nursery Teacher will roll out early in the first term. Principal will be acting SENCO in the absence of SENCO due to long term sick. | | | | | | |  |
| Targets | Approaches to be used | Who | Timing | Resources | Success criteria | Monitorin | g |
| That Principal and Nursery Teacher will attend training provided by EA and feed back to staff.    That SEN Policy and procedures, roles and responsibilities will be updated and rolled out through the school year  PLP’s will be in place following | Teaching staff to attend training and  disseminate to staff    Principal to feed back to  BOG      Principal will lead staff meetings where staff work through new code of practice and it’s impact on policy, IEP’s, planning etc      Principal and teacher to work through new  documentation | Principal/Nursery Teacher          BOG/ Principal        Principal / Staff                Principal/ Teacher | First Term          Bog Meeting  Oct      Oct 22 and  ongoing              Oct 22 and  ongoing | EA training  Sub cover              EA SEN  guidance materials Staff  Meetings Sub cover for LSC Teacher  Principal’s relief day | Staff are all aware of SEND Act and new  roles in school    BOG are aware of roles and  responsibilities      New SEN procedures are  in place          New SEN procedures are in place | BOG/ EA/  ETI      BOG/ ETI          BOG/ ETI              BOG/ ETI |  |
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|  | training and LSC /Teacher preparation time | LSC and teacher will attend EA training in first term and avail of sub cover to give time for new documentation to be put in place. | Principal/ Teacher | Nov and  ongoing | SEN  funding for sub cover | PLP’s are in place | BOG/ ET | I |

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St. Anthony’s Nursery School Action Plan

For Board of Governors, staff and children to be involved in the Take 5 programme and work together with our families to support the wellbeing

of our children and all members of the school community as we move out of the pandemic

Baseline Position

2020

:

School life and pre school children’s lives have been disrupted by the world wide pandemic from March

-

the most formative first

years in our young children’s lives. Through the Take 5 programme we hope to bolster wellbeing and improve physical and emotional outcomes for our

pupils, while supporting our staff and families.

Targets

Approaches to be used

Who

Timing

Resources

Success criteria

Monitoring

That the

wellbeing of

our children

will be

positively

impacted

through our

taking part in

the Take 5

programme.

Principal and Teacher

meet with co

ordinatator from Take 5

programme.

Whole staff meet with

Take 5 Co Ordinator to

plan way forward and

agree targets and

evidence

Families are informed

through Newsletter

about our take up of the

programme, reasons

behind it and how we

Principal/ Teacher

Principal/ whole staff

Principal

Nov 22

Jan 23

December and

ongoing

Take 5 Co

Ordinator

Take 5 co

Ordinator

Planning

file

Dec

Newsletter

and ongoing

Newsletter

s

School signs up

to the

programme

All staff are

aware of what

the programme

entails

Staff are

involved in daily

procedures

identified as

Take 5 initiatives

BOG

BOG

BOG

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will be carrying it out in

school.

Children are using the

language of Take 5

initiatives eg Recharge

when we have a lie down

to classical music after

lunches/ dinners

Parents are kept up to

date through see saw

photos of Take 5

initiatives happening in

school

Noticeboard in foyer

showing photographs etc

of Take 5 happening in

school throughout

school year.

All staff

All staff

Miss McLaughlin

December and

ongoing

Jan and

onwards

Jan and

onwards

Take 5 file

Photos

shared on

see saw

Notice

board/

classroom

ipads/

cameras

Children are

aware of and

using the

language of Take

in their daily

5

activities

Parents and

children are

seeing evidence

of the

programme in

action

Parents, children

and visitors are

seeing evidence

of the

programme in

action

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | St. Anthony’s Nursery School Action Plan  For Board of Governors and staff to have in place a Curriculum Policy for each curricular area based on updated pre school curriculum, staff training and new developments and resources in school. | | | | | | |  |
| Baseline Position-Staff have previously worked on re formatting and updating curricular areas in response to revised pre school curriculum but have no over reaching Curriculum Policy in place. | | | | | | |  |
| Targets | Approaches to be used | Who | Timing | Resources | Success criteria | Monitoring |  |
| That a  Curriculum  Policy is in place that informs teaching and learning and is  familiar to all classroom staff and is put into  practice | Principal and teacher work together to gather long/ short term plans and plan towards  curriculum policy                  Principal and staff work together through staff meetings and SD days to bring together pre school curriculum long and short term planning. | Principal and teacher                      Principal, teacher and  classroom staff            Principal, teacher, classroom staff | Sept and  ongoing                    Sept and  ongoing            Aug and ongoing | Directed  time                    Staff Developme nt Days/ Staff  Meetings      Directed  Time | Principal and teacher have agreed a way forward in drawing together long and short term planning to inform  Curriculum Policy      Staff meet regularly and are involved in drawing up  Curriculum Policy | BOG                      BOG            BOG  ETI |  |

55

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Staff attend training and disseminate back to colleagues on training which may impact on curricular areas and adapt to Curriculum Policy.    Board Of Governors are informed, aware of and involved in drawing up of  Curriculum Policy | Principal, Chair and BOG  Members | Aug and  ongoing | School Developme  nt Days        BOG  Meetings | BOG members have been involved in drawing up and ratifying  Curriculum Policy | BOG  ETI |  |

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