CENTRE IMPROVEMENT PLAN
2026 – 2027

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Co-Chair of Governors: Jo Hilbourne and Daniel Hilbourne

School Effectiveness Officer: Nikki McVeigh.

*Vision Statement- "***Be kind. Have fun. Be you!***"*

OUR LONG-TERM VISION

Underpinned by our values of kindness, fun and individuality, we will sustain quality, best value and positive experiences and outcomes for all children and their families through effective leadership, management and teaching. To continue to ensure our centre is recognised as a centre of excellence in identifying and supporting children who face barriers to learning and/or wellbeing, enabling every child to thrive from their individual starting points.

KPI 1 **To secure the long-term financial sustainability of the centre, maintaining balanced budgets, maximising income generation opportunities, ensuring efficient use of resources, and sustaining high-quality provision, experiences and outcomes for children.**

Success criteria:

- Nursery school and day care continue to remain in year surplus.
- Financial management systems are compliant with statutory requirements and receive positive audit outcomes.
- Nursery school operate within approved budget and achieve a balanced budget position by year-end
- Monthly financial monitoring demonstrates effective budget management, with variances identified and addressed promptly.
- Reserves are maintained at an agreed minimum level in line with local authority and governing body expectations.
- Occupancy rates remain at or above agreed targets throughout the year
- Financial decisions demonstrably support the both the maintenance or improvement of educational quality and outcomes for children and align with our Asset Management Plan to improve the Centre and ensure health and safety requirements are met.

How will we implement this?

Actions	Focused (ongoing)	Every term
The Governing Board will	• Receive clear financial reports and demonstrate effective challenge and oversight • Finance committee to review monthly outturns at meetings. • Ensure risks to financial sustainability are identified, monitored, and mitigated through a maintained risk register. This is reviewed annually. • Agree the budget to submit to RBC annually	• Review KPI performance data against the target and review any risks that affect reaching targets. • Compare current results with previous terms and annual trends • Challenge and validate the accuracy and completeness of the data • Review benchmark or comparator performance where available • Approve corrective actions and allocate resources where needed • Monitor the impact of interventions already implemented • Record decisions, actions, responsibilities, and deadlines • Confirm whether the KPI remains aligned with strategic objectives • Escalate significant concerns to the relevant committee • Receive assurance that statutory, regulatory, or policy requirements are being met
The Leadership Team will	• Continue to explore savings across the centre when current contracts expire • Continue to explore opportunities to build pupil numbers and ensure occupancy rates remain at or above agreed targets • Continue to explore ways to maximise income through, e.g. grant bids, lettings, extended services, partnerships • Ensure financial decisions support the maintenance or improvement of educational quality and outcomes for children • Seek best value when ordering supplies and renewing contracts • Maintain accurate financial records and provide timely reports to leadership and governors • Monitor budget performance monthly and alert leadership to any concerns • Ensure compliance with financial regulations and audit requirements	***Autumn Term:*** • Identify potential budget pressures and develop mitigation plans • Review staffing structures and deployment to ensure affordability and effectiveness • Review pupil recruitment and retention data and implement strategies to maximise pupil numbers • Review procurement contracts due for renewal and identify opportunities for cost savings • Ensure budget allocations align with centre improvement priorities • Review staffing and resource deployment to support vulnerable pupils and priority groups • Complete annual procurement review and identify savings opportunities for the following year ***Spring Term:*** • Review year-to-date expenditure and update year-end forecasts • Implement corrective actions where variances from budget are identified • Work on the following year's budget assumptions and financial projections • Prepare a full balanced budget for agreement at F & P committee • Review effectiveness of marketing and pupil recruitment activities • Evaluate the impact of efficiency measures implemented in the autumn term • Review staffing costs and workforce planning requirements for the next academic year • Identify further opportunities for shared services or collaborative working

	• Ensure staffing structures are reviewed regularly to ensure deployment remains efficient and aligned with pupil numbers • Actively utilise shared services and collaborative purchasing opportunities across the centre were beneficial	• Provide detailed year-to-date expenditure analysis and updated forecasts to support budget planning • Ensure financial decisions continue to support high-quality teaching and learning ***Summer Term:*** • Make any in year budget amendments ahead of the new academic year. • Complete staffing review and workforce planning for the following academic year • Secure funding arrangements and partnerships for future projects where possible • Review attainment, progress, attendance, and inclusion outcomes alongside expenditure to ensure value for money
The Staff will	• Use resources carefully and encourage children to do the same • Turn off lights, heating, air-conditioning units and equipment when not needed • Promote centre places positively to prospective families, visitors, and within the local community • Ensure high-quality provision that encourages positive word-of-mouth recommendations • Identify opportunities to reduce waste and use resources efficiently • Support accurate recording of attendance and funding information • Suggest opportunities for shared resources and joint working across the centre	
The Families will	• Be encouraged to support fundraising activities where appropriate • Contribute snacks if they are able to do so	
Review		
Autumn:		

KPI 2: To implement an effective, child-centred assessment system using individual Next Steps that demonstrates progress from starting points, reduces unnecessary paperwork, and aligns with EYFS framework principles.

Success criteria:

- All children have individualised Next Steps based on their current development, identified through ongoing formative assessment by understanding what children know and can do.
- Next Steps are reviewed every 6-8 weeks and shared with parents via Tapestry with focused, purposeful observations showing progress towards/achievement of goals
- Staff use Development Matters to identify where children are developmentally and determine appropriate next steps in learning
- For 0-3 year olds, prime areas of learning take precedence, with breadth across all seven areas of learning achieved over time
- Simple tracking spreadsheet shows which area of learning each child's current Next Step addresses, enabling leadership to identify patterns, gaps in coverage, and CPD needs at a glance
- Progress from individual starting points is clearly evidenced, demonstrating children's readiness for the next stage of their education EYFS: progress and assessment.
- Assessment system works effectively for both SEND and mainstream children, with appropriate adaptations
- Staff report increased confidence and reduced time spent on assessment paperwork compared to previous 'on track/not on track' system
- Parents report better understanding of their child's individual next step, progress and development through Tapestry observations
- Transition information to receiving schools clearly communicates where children are in their development and their progress from starting points.

How will we implement this?

Actions	Focused	Every term
The Governing board will	• Receive termly feedback on the implementation and effectiveness of the new Next Steps assessment system • Monitor impact on staff workload and assessment quality • Ensure assessment approach remains compliant with EYFS statutory requirements • Review patterns in cohort tracking data and approve CPD priorities identified through assessment analysis	• Review KPI performance data against the target • Compare current results with previous terms and annual trends • Examine effectiveness of Next Steps approach in demonstrating progress • Review risks affecting achievement of the KPI • Challenge and validate the accuracy and completeness of tracking data • Identify causes of underperformance or exceptional performance • Monitor the impact of CPD already implemented • Record decisions, actions, responsibilities, and deadlines • Confirm whether the KPI remains aligned with strategic objectives • Receive assurance that EYFS statutory assessment requirements are being met
The Leadership Team will	• Create clear process documentation including: Tapestry expectations, 6-8 week review cycle, examples of tracking (progress grid with green/red highlighting • Amend Assessment Policy to reflect changes from 'on track/not on track' to Next Steps approach • Analyse cohort tracking data termly to identify patterns, CPD needs, and children requiring additional support • Carry out supervision meetings with staff to discuss individual children's next steps • Ensure assessment system works effectively for all children with appropriate adaptation • Provide information document for families about the change from 'on track/not on track' to Next Steps approach and set out expectation of engagement at home • Provide individual support for staff who need additional guidance on setting appropriate Next Steps or using the system • Monitor staff workload and make adjustments to system if needed to maintain focus on interaction time with children	***Autumn Term:*** • Deliver INSET in September introducing new Next Steps assessment system • Support staff to set initial Next Steps for all children based on current development using Development Matters and End point document • Monitor quality and appropriateness of initial Next Steps set • Inform families of the changes and how the new system will work • Review tracking data to ensure breadth across areas of learning is being achieved • Deliver follow-up CPD in November addressing any issues identified in first term of implementation • Identify any staff requiring additional support with the new system ***Spring Term:*** • Review effectiveness of 6-8 week Next Steps cycle and adjust if needed • Analyse patterns in cohort tracking data to identify CPD priorities • Gather staff feedback on workload impact and system effectiveness • Review new documentations, make necessary changes • Ensure children who face barriers to learning/ wellbeing's Next Steps are appropriately adapted and demonstrating progress • Monitor staff observations showing children working towards/achieving their Next Steps • Review impact of recoding of attendance on assessment progress grids • Review progress of all children from their starting points using tracking data ***Summer Term:*** • Complete annual review of assessment system effectiveness • Gather parent feedback on understanding of their child's progress through Next Steps approach • Review transition documentation for children moving to school • Compare staff time spent on assessment with previous 'on track/not on track' system • Review progress of all children from their starting points using tracking data • Identify refinements needed for following academic year
The Staff will	• Set and review Next Steps for all children every 6-8 weeks based on their current development using Development Matters and End Point document • Record Next Steps on Progress Grids and Tapestry and share with parents • Complete focused, purposeful observations showing children working towards/achieving their Next Steps (minimum one observation per 6-8week cycle) • Record progress on tracking grid (green if Next Step met, orange if not met) • Discuss children's Next Steps and progress at supervision meetings	

	• Use professional judgement based on day-to-day observations rather than collecting excessive physical evidence • Ensure prime areas take precedence for 0-3 year olds while maintaining breadth across all seven areas over time • Review own confidence and effectiveness in setting appropriate Next Steps • Identify own CPD needs related to assessment or specific areas of learning • Celebrate with parents when children achieve their Next Steps • Use Next Steps to inform planning and teaching for each child
The Families will	• Receive clear communication about the change from 'on track/not on track' to Next Steps approach • Be encouraged to view and engage with Next Steps observations on Tapestry • Understand how they can support their child at home towards the Next Step and share observations of their child's development at home. • Provide feedback on their understanding of their child's progress • Attend Progress Meetings and be kept informed of their child's current Next Steps and progress towards achieving them
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KPI 3: **To embed our revised graduated response effectively, ensuring early identification of children's needs, timely and appropriate support, and the use of evidence-based strategies that enable every child to achieve, belong and thrive in our inclusive environment.**

Success criteria:

- Staff consistently identify children's needs early and accurately through systematic observation and assessment, ensuring no child falls behind before support is put in place.
- All children, including those with SEND, access an ambitious, well-sequenced curriculum with adaptations that are researched-based, precisely matched to their needs, and enable them to make strong progress from their starting points
- A continuous cycle of 'assess, plan, do, review' is embedded across the setting, with clear documentation showing how barriers to learning and wellbeing are identified, addressed and reduced over time.
- Referral pathways (internal and external) are understood and consistently used by all staff, with effective communication between staff, families and external agencies ensuring coordinated support.
- Rigorous monitoring and evaluation systems demonstrate that children with identified needs make excellent progress towards ambitious goals, with the quality of provision systematically reviewed and refined based on impact.
- All staff demonstrate secure knowledge of how to adapt teaching and the environment to meet diverse needs, supported by high-quality CPD and expert guidance where needed.

How will we implement this?

Actions	Focused	Every term
The Governing Board will	• Receive termly reports on the progress and outcomes of children with identified needs, including case studies demonstrating the impact of provision • Monitor that early identification systems are effective and that no child falls behind before support is put in place • Ensure the SEND Information Report is up-dated and published on the nursery website.	• Review progress data for children with identified needs against ambitious targets set at the start of each term. • Examine effectiveness of the 'assess, plan, do, review' cycle in demonstrating progress and reducing barriers to learning • Review risks affecting achievement of inclusion targets (e.g., staff capacity, waiting times for external agencies, resource gaps) • Challenge and validate the accuracy and completeness of SEND tracking data and Individual Support Plans (ISP) • Identify causes of underperformance or exceptional performance for children with identified needs

	• Review patterns in SEND data and review CPD priorities identified through monitoring and evaluation of inclusive practice • Monitor EHCP and ISP quality and impact • Scrutiny of how inclusion and DAF funding is used to deliver early intervention, supported by adapted environment and resources.	• Monitor the impact of CPD already implemented on staff confidence in adapting teaching and environments, raising standards and improving outcomes and experiences. • Record decisions, actions, responsibilities, and deadlines relating to inclusion priorities • Receive assurance that statutory SEND duties are being met, including early identification, graduated approach, parental involvement and working with external agencies.
The Leadership Team will	• Create clear process documentation including: Individual Support Plan templates, referral pathways (internal and external). • Update the SEND Policy and SEND information report to reflect the graduated approach, and evidence-based interventions that enable every child to achieve, belong and thrive • Analyse SEND tracking data termly to identify patterns, CPD needs, children requiring additional or different support, and evidence of children's sense of belonging and wellbeing • Work with the LA's 'Experts at Hand' service to bring educational psychologists, speech and language therapists and other specialists into the setting without requiring an EHCP • Carry out supervision meetings with staff to discuss individual children's needs, progress, next steps in their support, and use of evidence-based strategies • Ensure the graduated approach works effectively for all children with SEND with appropriate adaptations, timely specialist input where needed, and strategies that promote belonging and wellbeing • Provide information document for families about Individual Support Plans, the graduated approach, referral pathways, and set out expectations for partnership working • Provide individual support for staff who need additional guidance on identifying needs early, setting appropriate targets, implementing evidence-based adaptations, or supporting children's wellbeing and sense of belonging • Monitor staff workload and make adjustments to systems if needed to maintain focus on interaction time with children and quality of support. • Respond to new guidance and legislation as necessary.	***Autumn Term*** • Review PEPs for mainstream and Inclusion Base, changing the name to 'Individual Support Plan' • Map out internal referral pathways (who to contact, when, and what information is needed) • Document external referral pathways for specialist services (educational psychology, speech and language therapy, occupational therapy etc.) • Revise SEND Policy and Information Report to reflect current practice/language used (eg: ISPs, Inclusion base and family hubs), ensuring the documents are accessible and jargon-free for families • Include information about accessing the LA's 'Experts at Hand' service in referral pathway documentation. • Arrange initial contact with the LA's 'Experts at Hand' service to identify how specialists can support staff training and individual children's needs • Review the outline of the graduated approach and ensure specific references to evidence-based interventions used at Norcot. • Identify data points to track (progress towards ISP targets, impact of interventions, attendance, wellbeing and sense of belonging measures) • Conduct first termly analysis to identify patterns and key barriers to learning for children needing further support. • Use findings to identify initial CPD needs for spring term, provide bespoke CPD for staff in Inclusion base • Offer one-to-one guidance sessions for staff who need additional support with: early identification of needs, setting appropriate targets, implementing adaptations, or supporting wellbeing and belonging. ***Spring Term*** • Use SEND focused CPD meeting to discuss evidence-based strategies and ensure consistent implementation of the graduated approach, CPD delivered through 'Experts at Hand' specialists. • Develop a family-friendly guide explaining: what ISP are, how the graduated approach works, when and how referrals are made, and how families can be involved • Analyse SEND tracking data to identify progress, patterns, and children needing different support • Review effectiveness of interventions started in autumn term • Adjust Individual Support Plans based on data and supervision meeting insights • Ensure timely specialist input is arranged where needed. ***Summer Term*** • Deliver CPD sessions on priority areas identified through autumn and spring data analysis, including any training delivered through 'Experts at Hand' specialists • Create a bank of evidence-based strategy resources for staff to access independently

		• Collect parent feedback on communication and partnership working • Review whether adaptations are appropriate and timely specialist input is being secured, including effectiveness of 'Experts at Hand' service • Assess evidence of children's sense of belonging and wellbeing. • Survey staff about time spent on SEND administration versus direct support • Identify any barriers to staff spending quality interaction time with children • Complete analysis of year's SEND data including: progress of children with SEND, intervention effectiveness, achievement of targets, evidence of belonging and wellbeing • Use findings to inform SEND priorities and budget planning for the following year
The Staff will	• Observe and assess children regularly to identify needs early, sharing any concerns promptly at fortnightly meetings so children can receive timely support • Work with the 'assess, plan, do, review' cycle for children with identified needs, complete related paperwork including: support request form, creating or reviewing an Individual Support Plan (ISP) reviewing targets on an EHCP through the completion of an Annual Review Report form and ensure the family and child's voice is central within the process. • Work in partnership with families to create Individual Support Plans (ISPs), setting goals together and reviewing how children are progressing each term • Adapt teaching and the learning environment to meet each child's needs, using approaches that help every child to achieve, belong, thrive and feel happy at nursery • Use referral pathways when children need additional support, keeping in touch with families and external professionals to make sure everyone is working together • Take part in supervision meetings to talk about individual children, share what's working well, and think about next steps in their support • Engage with training opportunities on inclusive practice, trying out new ideas and approaches to support all children's learning and wellbeing • Monitor the progress of children with identified needs, adjusting provision based on what's making a difference and ensuring barriers are being reduced • Create a warm, welcoming environment where all children feel safe, valued, happy and feel they belong	
The Families will	• Share information about their child's needs, strengths and interests to help staff provide the best possible support • Work in partnership with staff to co-create Individual Support Plans (ISPs)/ EHCP, setting goals together and reviewing progress each term • Attend termly review meetings to discuss their child's progress, celebrate achievements and agree next steps in their support • Communicate openly with staff about any concerns, changes at home, or things that might affect their child's learning and wellbeing • Support their child's learning at home by following strategies and approaches shared by staff, where possible • Engage with information and resources provided by the setting about SEND provision, the graduated approach and how to support their child • Let staff know if referrals to external agencies (such as speech and language therapy) result in appointments or assessments, so everyone can work together • Share with staff any reports, recommendations or advice from external professionals or agencies • Celebrate their child's progress and achievements, helping them to feel valued and confident • Take part in events, workshops or parent sessions at nursery or family hub that help them understand how to support their child's development • Share feedback about what's working well and what could be improved, helping the setting to continuously develop its inclusive practice	
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