

Where are we now as a federation?

*On becoming Forest
Alliance of Nursery
Schools.*

We make sure all children have the best possible
education and care by:

Protecting children's rights to play, learn and have
a voice.

Keeping parents and carers involved in children's
development.

Governors & staff leading the way on quality.

Working in partnership with health professionals
and schools.

Being ethical, respectful and tolerant.



Working together for all our children



Our schools' unique identity from the 20th to 21st century



Working together for all our children



Campaigning from the beginning to put children at the heart of all we do



Inclusive, equitable and empowering practice



Providing high quality education for the most disadvantaged in our communities



Promoting equality and fair treatment



Recognising, valuing and revelling in diversity



Safeguarding all and making learning matter



Collaboration and partnerships through listening, learning from others and making changes in line with our principles, beliefs and values.

Children are at the heart of all we do.
Children's rights
to be
to belong
to become.....



*.....and to use the
hundred languages of
children*

Social images of the child

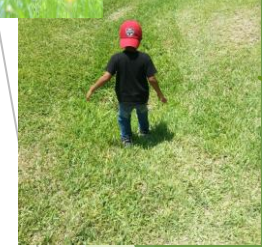
Child as innocent



Child as monster or untameable beast



Child as lone explorer



Child as embryo adult



Expert practitioners who promote, defend and advocate the all round development of every child and facilitate every child's rights to play, learn and have a voice.....in their own unique ways

Being a curious, creative and sociable child

Governors and school leaders who uphold, review and promote our child-centred principles and policies in our ethical and equitable environments

Leaders, practitioners and governors who ensure we all work together and in partnership with parents and other professionals

Sustaining the hundred languages in ethical and equitable environments

Leaders and managers who ensure our principles are evident in high quality educational provision that facilitates children's rights to play, learn and have a voice

Becoming a thinker, communicator and self-regulating learner

Belonging to a family, community/ social groups and learning groups

Forest Alliance of Nursery Schools

- Sustaining our schools and growing as a federation.
- Putting in place essential documentation
- Embedding processes for planning, implementing and self-evaluation/review



Governors' learning walks and visits

In planned learning and teaching there is outstanding provision for prime areas of learning at both schools. The characteristics of effective learning are well established in a broad and balanced planned curriculum.

Maths/numeracy at Low Hall - excellent evidence of number in use as labels, for counting and for calculating indoors and outdoors. Numerate active play is everywhere where adults participate. We must continue to focus on mathematical development, maintain our broad perspective and share our expertise.

Technology at Church Hill - excellent balance of technology in exploratory and imaginative play and a respect for the natural world and face-to-face social interaction. Tangible, tactile and active play is more in evidence indoors and outdoors than use of high or low tech. resources. We must continue to focus on technology in children's lives and links to critical thinking and share expertise.

Play and learning at both schools is outstanding when sensitive (mature) adults participate and sustain shared thinking. The learning environment is well organised for sparking and pursuing children's fascinations.

Governors' learning walks and visits

Outstanding Safeguarding, including child protection, health and safety procedures at both schools. We must protect the high quality of leadership and management in this aspect of our work.

Tales Toolkit is an excellent resource which can be embedded further to enhance problem-solving, reasoning and conflict resolution in planned and spontaneous learning. Embed links into prime and specific areas of learning.

Early Literacy at both schools is consistently good. To be a focus for Autumn Learning Walk.

SEND and inclusive education at both schools is outstanding. We must protect the high quality of leadership, management, teaching and assessment.

Our strategic intents and priorities for the next four years

Children's rights to be creative, imaginative, exploratory and have a voice - see Quality of Education priorities in annual plan

Partnership working with parents and carers - see Personal Development priorities in annual plan

Effective distributed leadership and partnership working across the federation - Leadership and management priorities in 4 year plan

Secure governance and business planning for future sustainability - Leadership and management priorities in 4 year plan

High quality equitable and ethical early education - Quality of Education priorities in 4 year plan

Leadership and management 2019-2023

Priority	Our intent	Implementation (how and who)
<ul style="list-style-type: none"> Development of Forest Alliance of Nursery Schools and distributed leadership across the organisation. 	<p>To establish effective distributed leadership and professional Early Years partnerships across all sectors to promote play-based education</p>	<p>Branding Inset and other continuous professional development Process mapping Restructure Consultation and 360 review processes Mentoring, coaching and self-evaluation</p>
<ul style="list-style-type: none"> To secure a shared understanding of staff well-being in managing change and professional development. 		
<ul style="list-style-type: none"> Developing our business and traded services alongside the core provision of high quality early childhood education. 	<p>To establish strategic thinking, governance and business planning in a changing future for financial sustainability of high quality education.</p>	<p>SENIF Childcare costs and core education offer costing with LBWF and DfE EHT on SENIF panel Childcare offer - 2 year olds and spread of 30 hours Training offer Premises lettings Premises renovations and new builds Fund raising</p>
<ul style="list-style-type: none"> Future financial sustainability of the federation with standalone nursery schools in the 2020s. 		

Quality of Education 2019-2023

Forest Alliance of Nursery Schools at Church Hill & Low Hall
- working together for all our children

Priority	Intent	Implementation (How and who)
<p>Embedding multi-professional working and participation from children and families in all our services</p>	<p>To embed partnership working with parents and carers to maintain parental involvement and promote buddying, networking and community cohesion</p>	<p>Friends of FANS Work with HENRY, Early Help, Family and Children's Centres, LBWF teams Arts in the Forest Forest in the Forest Toy Library WELCH and other London hubs London Living Wage Employers ELEYSP (Newham partnership) Other Nursery school federations - BEYA in Barnet and Kintore Way/The Grove in Southwark Embed Key Person approach (assessment and home learning) Inset: Listening to Children Talk , Parents and Early Learning..... Self review processes and learning walks</p>
<p>Securing safe, equitable and ethical services in fit for purpose premises</p>	<p>To secure advocacy for high quality equitable and ethical early education and market our outstanding educational services</p>	<p>Premises planning with AOC and NPS Learning walks to focus on Eco-schools Learning walks to focus on Cultural capital and Equality Objectives</p>