

ABERCROMBY NURSERY SCHOOL

Development Plan

Sept 2017 - July 2018



**From Little Seeds,
Do Great Trees Grow**



MISSION STATEMENT

An oasis in the heart of Liverpool;
our large mature garden hosts Forest School. We are a multicultural
School of Sanctuary, a place where all our little people thrive and learn.

OUR AIMS

Our aims for you, our children, are to:

- ♦ Provide you with a welcoming, safe and caring environment,
- ♦ Enjoy your uniqueness,
- ♦ Respect your home culture,
- ♦ Provide an exciting and tailor made education,
- ♦ Nurture you, supporting you to make the best possible progress,
- ♦ Include you in all we do.

Our aims for you, our families, are to:

- ♦ Embrace our families, recognising your importance,
- ♦ Value all backgrounds, faiths and cultures,
- ♦ Work in partnership to support your child's well being and learning.

Our aims for you, our staff, are to:

- ♦ Value your commitment and professionalism,
- ♦ Communicate well, to involve you in everything,
- ♦ Provide you with opportunities for your own development.

Our aims for you, our Community are to:

- ♦ Build and nurture good relationships, to work together,
- ♦ Share good practice and learn from each other,
- ♦ Be a special place for all to share.

Abercromby Values

As a school we are required to teach British Values; these are democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths, beliefs, and those without faith. These are all embedded as part of our ethos and practice and to make them meaningful for our children and school community, we have adopted them as our "Abercromby Values".

A all friends at Abercromby
b believe in yourself
e everybody is important
r rules to keep us safe and happy
c children help to choose
r reach out to all
o our choices matter
m make a difference
b be kind and helpful
y your voice counts



CONTEXT

- The Head Teacher has been in post for one year, since September 2016.
- Other staffing has remained the same with the addition of an apprentice in April 2017. One Level 2 Lunchtime supervisor, working from an agency was taken on as a full member of staff.
- Continuing low numbers over the year led to the opening of a Family and Toddler group, “Little Seedlings”, in Nov 2016 and provision for 2 year olds in April 2017.
- From September 2017, rather than having 2 parallel classes, one room has been developed as specifically for 2 year olds and children who turn 3 during the academic year, whilst the other room has been developed for children who turn 4 during the academic year.
- From September 2017, some families will be eligible for the additional 15 hours offer, and their children will attend all week.
- The two teachers have changed rooms, whilst the Nursery Officers have remained in the same rooms.

SDP 2016-7

- Staff were given opportunity to reflect and evaluate on the SDP 2016-7 and their views included in the review of the year.
- Parents were given a questionnaire in July, based on Ofsted’s Parentview and their views included in the review
- Actions from the SDP 2016-7 were largely completed – see full review of the year.

DATA

- A large part of the SDP 2016-7 was the development of robust observation, assessment and tracking systems, identified as Ofsted key actions.
- Staff received extensive training and support in these new systems, and these formed part of the Appraisal targets.
- Staff grew in confidence and skill in using these systems to record, track and support children’s learning.
- The data showed the outstanding progress children made during their time at Abercromby:
 - % working towards a Good Level of Development rose from a baseline of 3% to 50% in July and Average Points Score rose from 15.1 to 30.6
 - The weakest aspects of learning, Lit-Reading, CL- Speaking, UW-The World, UW-People and Communities, are all very language dependent and so harder for children who have English as an Additional Language to do well in. However staff worked very hard with their Key children and there was a great deal of progress from Baseline; for example in Lit – Reading, over the year, scores have moved from 9% to 56% of children getting 2+, and the APS rising from 0.86 to 1.53.
 - The biggest factor hindering progress continues be children’s language development. Our low number of Early Years Pupil Premium children, outperform the rest of the cohort. When we look at these 6 children we can see that they have a better grasp of English overall. Around ¾ of our children have English as an additional language. Many come from homes where there is a limited grasp of English.

FOCUS FOR SDP 2017-8:

There was a vast amount of change for staff to assimilate during 2016-7 in terms of planning, assessment and tracking systems and starting work with two year olds. This next year 2017-8 will focus on embedding and refining these new systems and developing the distinctive characters of our two new rooms.

1. LEADERSHIP AND MANAGEMENT

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
Further Develop Appraisal systems (former Ofsted AOD)	APPRAISAL Further develop systems, to include Teacher standards for teachers (EY version), reference Teaching Assistant standards for Nursery officers (non statutory) and the new non statutory HT standards.	HT as Appraiser for all teaching staff. Pay panel formed for HT	Appraisal week planned for w/c 9 th October. HT appraisal tbc	Photocopying of relevant standards to staff	HT and Governors	Staff have SMART targets and a clear idea of what to do to work towards to improve their practice.
Develop Supervision meetings for all teaching staff (EYFS statutory requirements 3:21, 3:22)	SUPERVISION 1. Staff will have regular half termly Supervision meetings. 2. Supervision meetings will be based on the following principles: "Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues." (EYFS Statutory Framework) 3. Policy produced to frame expectations and practice.	HT will develop Supervision meetings, with a view to SLT taking on the responsibility for their own room staff through the year.	Begin Autumn 1 2017. First meeting to dovetail with Appraisal meeting	Time to meet with staff, cover provided in house where possible.	HT and Governors	Staff have a forum to discuss children and their well being, their own practice and how to improve it, impacting on children's well being and progress.
Continue to improve communication and raise the profile of the Nursery	PUBLICITY Develop the use of a Facebook broadcast page to complement our website and Twitter feed.	HT, Admin with MGL	Autumn Term	Time to keep updated	HT Governors	Facebook page adds to and complements existing communication systems
Have a complete set of policies tailored to and informing the practice at Abercromby (begun but not finished in	POLICIES 1. Produce an overall list of relevant policies, adding policies where required e.g. Home Visits 2. Tailor each policy, making sure it reflects practice, producing it in an	HT and Admin	Ongoing through the year – cycle completed by Summer term	Cost of photocopying	HT and Governors	All policies easily accessible, read by stakeholders and inform practice

2016-7)	<p>agreed “Abercromby” format</p> <p>3. Governors to formally ratify statutory policies and oversee all others.</p> <p>4. All staff and governors to receive a copy of each policy as it is produced.</p> <p>5. Relevant policies put on website, so accessible for all.</p>					
Develop distributed leadership through role of SLT	<p>DEVELOP SENIOR LEADERSHIP TEAM (SLT)</p> <p>1. Have regular minuted monthly meetings, usually 1st Weds of month.</p> <p>2. Agenda to follow Ofsted categories</p> <p>3. SLT to develop knowledge and skill in taking on some monitoring systems e.g. Tapestry LJs of staff in their room.</p> <p>4. SLT take on responsibility for Areas of Learning in EYFS curriculum to drive improvement.</p>	HT, VQ and LH	Ongoing through the year – at least monthly meetings	Supply costs for e.g. time for monitoring	HT and Governors	Professional development for SLT as they grow in their strategic leadership role. Distributed leadership impacts on progress.
Appoint an NQT/RQT to cover end of the week in rising 4s room (VQ currently works Mon-Weds; Thurs-Fri is currently covered by LH so this limits numbers in the 2-3s room)	<p>DEVELOP TEACHING CAPACITY</p> <p>1. As numbers increase, we will need another teacher as all children in receipt of Nursery 3-4s funding need a teacher with them.</p> <p>2. Check finance with Finance Officer in Oct and bring to Governor approval</p> <p>3. Recruit through usual channels and aim to have in place by end Nov.</p> <p>4. New teacher will have responsibility for End of the Week in Rising 4s room, and provide extra cover for PPA, Forest School etc.</p> <p>4. VQ and HT to provide mentoring, coaching and support.</p>	HT and Governors	as soon as needed – Autumn Term	Salary for an NQT or RQT budgeted for £22,917-£24,728	HT and Governors	New teacher increases capacity, in terms of actual numbers of children and teaching and learning. New teacher has an apprenticeship, impacting on their own skills
Rename the 3 rooms so as to be more meaningful for the children, families and school community	<p>RENAME ROOMS</p> <p>1. Historically rooms have been named Purple, Green and White, named after the colours that used to be on the walls.</p> <p>2. Consult with the staff on new names to fit in with our badge, motto and Mission Statement.</p>	Staff and HT	Autumn	Cost of making new signs for the doors	HT and Governors	Room names are catchy and more meaningful for all

2. TEACHING, LEARNING AND ASSESSMENT

<u>Aim</u>	<u>Action</u>	<u>People</u>	<u>Timescale</u>	<u>Resources</u>	<u>Monitoring/ Evaluation person</u>	<u>Outcomes</u>
Develop Provision in each room that is tailored to the learning needs and interests of that age group of children	<p>DEVELOPING OUR TWO DISTINCTIVE ROOMS FOR DIFFERENT AGES</p> <ol style="list-style-type: none"> 1. Whole staff training on what constitutes an exciting, effective and excellent learning environment for the different ages of our children. 2. Time given to set up and organise the rooms. 3. Work on developing a coherent approach to display, based on research and best practice. 4. Use ECERS-R, ECERS-E and ITERS-R environment rating scales to monitor quality of Learning Environment and identify specific areas for improvement. Use Action plans from last year as a starting point. 5. Further visits to other provision to inspire and provoke us to best practice. 	HT Teachers to lead in each room	<p>INSET 4th September</p> <p>Use week 4th – 8th Sept, when children not in to set rooms up. Re-do scales Jan 2018</p> <p>Plan a visit a term</p>	Any new resources needed bought from BSM allocation	<p>HT and Governing Body</p> <p>Class Teachers, HT and Governors</p>	<p>Each room has an appropriate learning environment designed for the age of child using that room, impacting on their progress</p> <p>This is constantly reviewed and adapted as the children's learning needs change</p>
Develop our Outdoor Continuous Provision to facilitate learning across all 7 areas of learning.	<p>OUTDOOR PROVISION</p> <ol style="list-style-type: none"> 1. Have roof canopy fixed to address major leaks between canopy edge and wall. 2. Whole staff training on what an effective Outdoor Learning Environment looks like. 3. Use SIL Outdoor audit to identify what is currently working well and what needs developing. 4. Write an Action Plan with staff with SMART actions, identifying who will do what, where and when. 5. Purchase and organize resources as per Action Plan and develop systems for 	HT with all staff	<p>Canopy fixed over Summer 2017</p> <p>INSET on Outdoors 20th October</p>	Any new resources bought from BSM and scrounged as appropriate	HT and Governors	Our already good outdoors provision becomes even better impacting on children's progress across all 7 Areas of Learning

	<p>children to access and</p> <p>6. Develop a culture of shared responsibility for outside with staff to maintain high quality of outside learning environment.</p> <p>7. Develop Eco Room as a resource base and also Outdoor Classroom, regularly used for small groups.</p>					
Forest School continues to grow and develop	<p>FOREST SCHOOL AND GARDENING</p> <p>1. Access Level 3 training for TJ and HT so there is more capacity within staff to lead Forest School sessions</p> <p>2. Develop more sessions for all ages of children including 2 year olds.</p> <p>3. Look to recruit more volunteers to help in our garden and with Forest School sessions.</p>	HT, VQ and TJ	As soon as suitable training can be found	Cost of accredited Level 3 training is between £500-£1500 depending on trainer	HT and Governors	Forest School sessions and gardening impacts on children's well being and progress.
Staff grow in knowledge and understanding of children's development	<p>MODERATION</p> <p>1. All staff continue to engage in moderation activities at least half termly.</p> <p>2. At times this will take place in room teams to address the different ages and stages, but also together so all staff are familiar with child development across our age range.</p> <p>3. Staff are increasingly confident in unpicking the Early Years Outcomes statements and what this looks like in their Key children.</p> <p>4. Teachers engage in Moderation process with teachers from other MNS termly.</p>	HT and all staff working directly with children	Timetabled sessions	Photocopying	HT	Staff's increased knowledge of children's development leads to more accurate assessment and identification of next steps impacting on progress.
Staff grow in their understanding of what effective interactions with children are. Staff identify their own areas for improvement	<p>CHILD ADULT INTERACTIONS</p> <p>1. Explore at what constitutes effective interactions e.g. using the Ofsted definition for Early Years</p> <p>2. Training in staff meetings, looking at case studies, video clips online and of our own staff and children</p> <p>3. Develop peer observations,</p>	HT and all staff working directly with children	Ongoing through the year	Supply cover for peer to peer observations	HT and Governors	Improved interactions impact on children's progress

	supporting staff to become increasingly open and reflective together about their own practice. 4. Use SSTEW scales to evaluate adult/child interactions					
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3. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
Make sure arrangements for Safeguarding continue to be robust and protect the children in our care	SAFEGUARDING 1. VQ, TB and SK to attend DSL safeguarding updates and briefing. Make sure any actions highlighted from training are completed. 2. LH to also do DSL training to complement her SENDco role and provide additional cover for when other staff are out. 3. Half Termly SG training by DSL, as part of Staff Meeting to keep at forefront of mind.	HT, VQ, SK, LH	Autumn Term	All training part of SLA	HT SG Governor	Making sure we are “getting the basics right, and moving onto best practice” All stakeholders are confident to raise concerns to protect children
Train and support staff so they are confident to undertake Home Visits Address safety aspects	HOME VISITS 1. Training on Home Visits at INSET 2. First round of Home Visits for new starters carried out 6 th – 8 th Sept. 3. As other new children start, Home visits to be arranged after school 4. Policy written so there is a protocol to follow especially with regard to safety considerations	HT and all staff	INSET 4 th Sept	Photocopying	HT	Staff get to know families before they start. Children’s starting points and learning needs are better identified
Continue to develop the Keyperson role so that they support children to have strong emotional attachments. Strong knowledge of	KEYPERSON 1. Keyperson to attend Home Visit where possible to begin building relationship 2. Keyperson to greet family as they arrive into Nursery and take responsibility for induction and settling in	HT and all staff	Autumn Term		HT Governors	Strong Keyperson relationship improves well being for children and impacts on

children helps identify learning needs and also Safeguarding issues	of that child. 3. Keyperson to take responsibility for communication with each family assigned to them, in terms of regular meetings to discuss progress and the importance of the daily informal interactions.					outcomes
Lunchtimes to be developed as a key learning opportunity	LUNCHTIMES 1. INSET: Staff to decide on main aims of lunchtimes and evaluate how we are doing against these aims. All staff involved with lunches, (cook and lunchtime staff as well as room teams) work together to decide on procedures and practice which is to be captured in a new Lunchtime Policy. 2. All staff work to support learning during lunchtime on a rota basis, aiming to sit with Keychildren. 3. Communicate Policy with all stakeholders especially families, so that messages about the benefits of our lunchtimes are clearly transmitted. 4. All Families encouraged to try our school dinners, but if they choose a packed lunch for their child, guidelines for a healthy packed lunch are given.	HT and all staff	Autumn Term and ongoing	Photocopying	HT, Teachers, Governors	Children learn to try and eat new foods, developing table manners and social skills, as well as learning how to grow up healthily.

4. OUTCOMES FOR PUPILS

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
Develop approaches to support the large number of children who have English as an Additional Language (EAL)	LANGUAGE DEVELOPMENT 1. Staff training in Signalong or Makaton training to support children who have limited or no English with signs 2. CHATTA Explore introducing the Chatta programme, to support English	All staff All Teaching	Spring Term 2018	Cost of whole staff training £2000	HT	Children can communicate through signs, English speakers more quickly.

	acquisition and Oracy	staff				
Planning is fit for purpose and meets the needs of each child, whatever age or stage.	<p>PLANNING</p> <p>1. Build on new planning formats developed 2016-7 i.e. Individual planning for 2s, Short Term Planning (weekly), Medium Term Planning (over a period of weeks or half term) and Long Term Planning including Continuous Provision plans</p> <p>2. Teachers to collate all planning in a Planning File which has a systematic and coherent approach, and becomes a “Learning Story” of the year in the room</p>	HT and Teachers	Spring term	Photocopying	HT	Staff are continuously evaluating the learning taking place, identifying weaknesses and planning to raise attainment.
Identify which children are making expected progress and which are not, and where any gaps in learning are, to support children’s learning across all areas	<p>PUPIL PROGRESS MEETINGS</p> <p>1. Continue to develop Pupil Progress meetings begun in April 2017 with each Keyperson to enter data onto school tracking system in Oct, Dec, April and July.</p> <p>2. Identify children who have gaps in their learning so Keyperson can target learning needs</p> <p>3. Identify children who are AGT to make sure there is appropriate challenge for them</p>	HT, Teachers with Keypersons	Throughout year	Supply cover may be needed to release staff	HT and Governors	Keypersons and Teachers are fully aware of how to support and extend all children’s learning so all children make at least good progress.
For children to be more involved in their Next Steps	<p>FEEDBACK TO PUPILS</p> <p>1. During individual planning cycle, Keypersons to involve their Keychildren so they know what they should work on next.</p> <p>2. Staff to discuss and gain ideas for how to do this in staff meetings</p>	Teaching Staff	Autumn 2017		HT and Teachers	Children and Families can share what they need/want to learn next, accelerating progress.