



ABERCROMBY NURSERY SCHOOL

Development Plan

Sept 2016 - July 2017

Headteacher-Tamara Bennett
Chair of Governors- Sue King

Our aims are:

- To provide a caring environment where children, families, staff and visitors feel safe and valued as individuals.
- To allow children to develop at a pace which suits them and that encourages self-esteem, independence, confidence and social and learning skills.
- To build a valued partnership with parents/carers.
- To ensure all children reach their potential by providing an exciting, balanced curriculum.
- To provide equal opportunities for all and ensure that the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded in everyday life.
- To work closely with other settings and agencies for the benefit of all children and families.
- To share and develop outstanding early years practice.

CONTEXT

A new Headteacher was appointed to begin at the start of the Autumn Term 2016

OFSTED

The school was inspected in July 2016 and received a Good rating, with Personal Development, Behaviour and Welfare being judged as Outstanding.

Areas of development (AoD) from this latest Ofsted are as follows:

1. Improve the arrangements for moderating assessment judgments so that information is consistently accurate.
2. Set more precise targets for improving teaching that focus upon the measurable impact of teaching upon children's progress.
3. Make sure information about children's progress includes timely, clear analysis of the progress made by groups of children, including the most able children, in each area of learning.

DATA

The school took part in a Local Authority tracking progress project last academic year 2015-2016. Practitioners are now becoming more secure in how to use this system, but there were misunderstandings about how to present data and use this system, and overall scores are higher than they should be. It is not therefore possible to use this data to analyse trends and identify priorities for provision.

SELF EVALUATION

In an INSET day on 6th September (before the staff had access to the Ofsted report), all staff including office and site staff worked together to identify the school's strengths and areas of development, as well as aspirations for the future of the Nursery School. These are summarised as follows:

Strengths

- a nurturing, child centred approach
- experienced, knowledgeable team, that has strong partnership working at its heart.
- warm, trusting relationships with parents
- an amazing garden, used for learning in all areas, including Forest School, gardening and developing a love of Nature
- a wonderfully diverse community
- a happy and welcoming place for all, whether child, parent or member of staff

Areas of Development

- develop simpler and more effective planning, assessment and tracking systems, that all staff understand and can use
- more work with parents
- better communication all around
- **all** children whenever they attend, have access to everything e.g. Beatlife, Forest school

Aspirations for the Nursery

- full and with a waiting list
- more parental involvement
- wrap around care
- an "outstanding" place – the best we can be, recognised for what we do, always moving on and innovating

1. LEADERSHIP AND MANAGEMENT

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
To have a distinctive and apt logo and motto, that captures Abercromby	LOGO AND MOTTO 1. Review logo and motto as various different versions exist 2. Consult with stakeholders such as children, families, staff, governors by e.g. having a competition/vote 3. Use new logo and motto on all publicity, uniforms etc	Staff, Governors, children and families	Autumn Term for design Spring term for new uniforms	Cost of design £200 Cost of new uniforms recouped by selling on	HT	We have a distinctive, logo and apt motto with a strong identity, that everyone can embrace
To have a mission statement and values that reflect the unique place that is Abercromby	MISSION AND VALUES 1. Different aims and values exist on e.g. website, school handbooks 2. Work with staff to encapsulate what Abercromby is all about in a set of values statements with an overarching mission statement 3. Make sure values are clearly communicated on relevant documents and website	Staff Governors	Jan INSET day		HT	Staff have ownership of values. Values are clear for all to see and communicated clearly to all stakeholders
Ofsted AoD 2. Set more precise targets for improving teaching that focus upon the measurable impact of teaching upon children's progress.	APPRAISAL 1. Review performance management arrangements by consulting with other Nursery school HTs 2. new HT to receive training from SEAT 3. PM targets to link into new assessment and tracking arrangements (see below) and have a clear target to raise attainment. 4. Review progress against these targets at key points in the year	HT with N HTs SEAT Staff	Consultation and training Aut 1 PM week w/c 17 th Oct		HT SIP Governors	Staff have clear, fair targets, with high aspirations for children's attainment
Improve communication and raise the profile of the Nursery	PUBLICITY AND WEBSITE 1. Review and develop a website that is easy to update and add eg recent information and photos, and that is Ofsted compliant.	HT, Admin with MGL	Ongoing through the year. New website and	£1,800 to develop new website and £300 for	HT Governors	Website/Twitter provides clear and easy to find information on the Nursery

	<p>2. Launch a parent app to complement the website</p> <p>3. Use Twitter to showcase the fabulous things that happen at Abercromby</p>		parent app launched early 2017	app		and that showcases our excellent practice. Parent app launched to provide similar information easy to read on mobile devices
Have a complete set of policies tailored to and informing the practice at Abercromby	<p>POLICIES</p> <p>1. Have a complete list of which policies are needed and which specifically are needed on the website</p> <p>2. Review and adapt each policy, producing it in an agreed "Abercromby" format</p> <p>3. All staff and governors to receive a copy of each policy as it is produced.</p> <p>4. Governors to agree each policy</p>	HT and Admin	Ongoing through the year – completed by Summer term	Cost of photocopying	HT and Governors	All policies easily accessible, read and followed by relevant stakeholders
To husband existing resources well, enabling staff to spend budget wisely	<p>AUDIT AND PURCHASE OF RESOURCES</p> <p>1. All 8 cupboards/stores inside and outside, given a good clear out.</p> <p>2. Resources sorted and arranged according to type.</p> <p>3. Staff given an allocation of the budget for any new resources once tidying and auditing is complete.</p>	All staff	Clearing out during September/October whilst staffing levels high.	Skip hire £99/week (2 needed) Autumn term budget of £700 per room and £600 for outside.	HT	Old, broken, unfit resources thrown away. All staff can see what is available and what is needed to enhance and develop provision
To ensure our Nursery is full and meeting the needs of our families	<p>SUFFICIENCY</p> <p>1. Explore options to publicize the Nursery and availability e.g. flyers left in key places, posters up in Surgeries, Banners in visible places</p> <p>2. Explore option to offer 30 hrs for working families from September 2017</p> <p>3. Explore options for opening provision for funded 2 year olds, with</p>	All staff LA involvement e.g. Jan Gallagher	Ongoing through the year. Aim for opening 2 year old unit in Summer term	Cost of buying resources to set up 2 year old provision £3000	HT Governors	Profile of Nursery and availability of spaces raised. Younger children attending 2 year old class or PATG feed into 3-4s

	places for self-funded 2 year olds alongside 4. Set up a parent and toddler group to draw in families and showcase the Nursery					provision. Nursery is full with a waiting list
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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>
Ofsted AoD 1. Improve the arrangements for moderating assessment judgments so that information is consistently accurate. 3. Make sure information about children's progress includes timely, clear analysis of the progress made by groups of children, including the most able children, in each area of learning.	LEARNING STORIES/JOURNALS 1. Review current procedures for collating evidence of children's learning, look at options including online versions and different paper journals, and choose the most appropriate methods for Abercromby 2. Staff to receive training on chosen systems, so all staff supported in building up coherent, celebratory, consistent and accurate Learning Journals. 3. Look at options for sharing Learning Journals with children and their families, and involving them in their children's learning.	HT with all Teaching staff	Choose system Sept Training ongoing through the year in weekly curriculum meetings	Tapestry £179.50 +VAT or 2Build a profile £300 with parent share £200 or cost of files, paper, photocopying etc	HT SIP	Children's learning and progress captured effectively and consistently. Parents can easily and conveniently see what their children have been learning and contribute to the Learning Journals.
Ofsted AoD 1. Improve the arrangements for moderating assessment judgments so that information is consistently accurate.	ASSESSMENT AND TRACKING 1. Staff to work together to moderate children's baseline and progress through the Early Years Outcomes statements. Regular time will be set aside for this during weekly curriculum meetings 2. Staff to work with other MNS staff to moderate judgments and build up a	Teaching staff	Begin moderation activities Oct 2016 Baseline data collated end Oct 2016	Cost of rejoining LA project	HT SIP	Staff judgments re children's progress and robust and consistent.

<p>3. Make sure information about children's progress includes timely, clear analysis of the progress made by groups of children, including the most able children, in each area of learning.</p>	<p>body of exemplification materials. 3. Further develop and embed LA tracking system begun last year. 4. All staff to be trained in Tracking System, judgments moderated regularly to ensure children's progress is tracked accurately. 5. Tracking system to be used to identify individual children's progress as well as vulnerable cohorts. 6. Tracking system to identify strong and weaker aspects of learning and feed into medium term planning, identifying priorities for development, narrowing any gaps for children and cohorts</p>					
<p>All children have equality of opportunity</p>	<p>ENRICHMENT ACTIVITIES 1. Review what is being/has been offered: Summer Term 2016: - Forest School Mon am - Gardening Mon pm - Beatlife Tues am - PE with Martin all day Weds - MGL ICT activities Weds am - Singalong with Mark (previously) 2. Make sure that all children have access to all enrichment activities. (Last year End/Week children had no access to Beatlife, MGL and limited access to Forest school). 3. Also not too many extra activities at once to avoid a crowded curriculum.</p>	<p>HT Teaching staff,</p>	<p>Sept 2016</p>		<p>HT</p>	<p>All children enjoy a range of enrichment activities that enhance learning and raise attainment</p>

3. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
<p>Make sure</p>	<p>SAFEGUARDING</p>	<p>HT, DSL, SK,</p>	<p>Autumn</p>	<p>£150 DSL</p>	<p>HT</p>	<p>making sure</p>

arrangements for Safeguarding are robust and protect the children in our care	<ol style="list-style-type: none"> 1. TB to undertake DSL training as new HT. VQ as DSL and TB to attend annual SG briefing. SK to take DSL training as a cover for when TB and VQ not in. TB and VQ to receive EHAT training and LH to receive Outcome Star training 2. See specific Safeguarding Action plan but actions include: <ul style="list-style-type: none"> - Review and improve Safeguarding admin and record keeping - Review and improve Safeguarding communication to all stakeholders - Introduce monthly supervision meetings - disseminate training on all aspects of Safeguarding to relevant parties, e.g. to staff during curriculum meetings, to parents about e-safety etc 3. Review and update risk assessments 	LH	Term	training for SK		we are “getting the basics right, and moving onto best practice” All stakeholders are confident to raise concerns to protect children
Introduce and embed our “Abercromby Values”	<p>PERSONAL DEVELOPMENT</p> <ol style="list-style-type: none"> 1. Weekly session e.g “Together Time” to explore values 2. “Star of the Week” chosen and celebrated 3. “Abercromby Values” board in hallway to highlight British Values and how they are part of our Nursery 	HT and all staff	Autumn Term		HT Governors	All children can talk about and follow our Abercromby values. Success is rewarded

4. OUTCOMES FOR PUPILS

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
Ofsted AoD 3. Make sure information about children’s progress includes timely, clear	<p>CURRICULUM AND PLANNING</p> <ol style="list-style-type: none"> 1. Review planning systems and add MTP and LTP, developing an effective observation, assessment, evaluation, planning cycle. 	HT and Teachers	Spring term	Appropriate stationary - £20	HT	All staff are aware of which are the vulnerable children and

<p>analysis of the progress made by groups of children, including the most able children, in each area of learning Tracking feeds into planning, to narrow the gaps for children</p>	<p>2. Develop use of a Position Statement, a summary of tracking data, that identifies vulnerable groups and priorities for them in provision 3. Use new tracking systems to develop appropriate targets or next steps for children's learning, enabling each child to make progress 4. Review routines of the day at key points during the year to maximize the flow between ADA and CIA</p>					<p>groups and confident in contributing to the planning process, to move their learning on.</p>
<p>Ofsted AoD 3. Make sure information about children's progress includes timely, clear analysis of the progress made by groups of children, including the most able children, in each area of learning Tracking identifies lowest performing aspects of learning</p>	<p>PLANNING 1. Use new tracking and planning systems to identify aspects of learning where learning is weakest. 2. Plan for learning to raise standards in that aspects e.g. if Literacy-Reading aspect is low, plan some learning on Traditional Tales</p>	<p>HT and Teachers</p>	<p>Spring term</p>		<p>HT</p>	<p>Staff are continuously evaluating the learning taking place, identifying weaknesses and planning to raise attainment.</p>