

ABERCROMBY NURSERY SCHOOL

Development Plan

Sept 2018 - July 2019



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
r children help to choose
o reach out to all
m our choices matter
b make a difference
y be kind and helpful
y your voice counts

CONTEXT

- See SDP 2017-8 Evaluation for a full update on last year's context, and the challenges experienced by the school.
- The school goes into the new academic year with yet another traumatic event. Over the Summer holidays, the senior teacher, designated safeguarding lead and Forest School teacher, was involved in a very serious car crash with her son and is currently off long term, likely to need months of recovery.
- Fran Turner, who was appointed on a temporary contract in November 2017, has been retained for a further year and will become the full time teacher in Oak Tree, our room for rising 4s.
- Laura Hutchison will continue to be the teacher in Willow Tree, our room for 2s and young 3s. There are a few changes in support staff, with Salma Mohammed moving out of Willow Tree into Oak Tree as her son starts in Willow Tree. Alison McConnell has moved from Oak Tree to Willow Tree.
- Our regular supply teacher, Wendy Russell, a very experienced Nursery Teacher, will provide cover for teacher PPA. This will provide continuity for our children, families and staff.
- Bev Taylor will continue to provide extra support with 1:1 support for a child with ASD in the mornings and covering Keyperson time in the afternoons. Vicki, one of our lunchtime staff is now on maternity leave, but we have managed to source quality long term supply staff.

SDP 2017-8

- Staff were given opportunity to reflect and evaluate on the SDP 2017-8 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.
- The children were also invited to talk about what they like about Nursery and what could be better.
- In the main, actions from the SDP 2017-8 were completed, but the challenging year experienced meant some actions will be rolled over to this new year.

DATA 2017-8

- Staff worked on embedding observation, assessment and planning systems this year; the addition of Pupil Progress Meetings, and regular "exploring standards" meetings, help secure accurate judgments against age related expectations.
- The data continued to show the outstanding progress children make during their time at Abercromby:
 - In the Nursery 2 cohort the % working towards a Good Level of Development rose from a baseline of 6% to 70% in July and Average Points Score rose from 18.3 to 34.4
 - In the Nursery 1 cohort the % working towards a Good Level of Development rose from a baseline of 0% to 45% in July and Average Points Score rose from 15.7 to 28.8
 - The 2YO cohort also showed accelerated progress from baseline.
 - The weakest aspects of learning, CL- Speaking, Lit-Reading, UW-The World, Maths – Number, Maths Shape, Space and Measure, EAD – Being Imaginative, 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, planning for those gaps and there was good progress from Baseline in each of these areas
 - The biggest factor affecting progress continues to be that many children are at beginner stages of learning English. Our low number of Early Years Pupil Premium children, outperform the rest of the cohort. When we look at these 3 children we

can see that they have a better grasp of English overall. Around 70% of our children have English as an additional language. Many of these also come from homes where there is a limited grasp of English and so school is the only place they learn to speak English.

FOCUS FOR SDP 2018-9:

- This will be the second year we are working with our room structure of Willow Tree for 2s and young 3s and Oak Tree for rising 4s. We will be looking to further develop and refine provision to best meet the learning needs of these different ages.
- We are also looking at the various ways we can continue to support the majority of children who have English as an additional language. We will look to accelerate English language acquisition and development e.g. by training the staff in Signalong, developing Talk4Writing, and improving adult:child interactions overall.
- The school will also be taking part in some Action Research, based on the URLEY programme (Using Research to improve Language in the Early Years), funded by Strategic School Improvement Fund, on improving children’s oral language skills using evidence based evaluation tools.

1. LEADERSHIP AND MANAGEMENT

| Aim | Action | People | Timescale | Resources | Monitoring/ Evaluation person | Outcomes |
|--|--|-------------------|---|--|-------------------------------|--|
| Continue to develop distributed leadership through role of SLT | <p>DEVELOP SENIOR LEADERSHIP TEAM (SLT)</p> <p>1. Aim for regular minuted bi-monthly meetings, usually Thursdays.</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. ECERS, ITERS and SSTEW</p> <p>4. SLT take on responsibility for Areas of Learning in EYFS curriculum to drive improvement.</p> <p>5. SLT to take part in 5 day Leadership course, developing understanding of role, writing action plans, monitoring etc</p> <p>6. SLT to become Language Community Leaders as part of the URLEY project, supporting other settings involved in the project.</p> | HT, VQ, LH and FT | <p>Ongoing through the year – at least monthly meetings</p> <p>ECERS, ITERS to be carried out Spring term</p> <p>URLEY project begins Oct 2018 for 18 months.</p> | <p>Supply costs for e.g. time for monitoring</p> <p>Leadership course funded by DGT – supply costs</p> | HT and Governors | <p>Professional development for SLT as they grow in their strategic leadership role. Leadership capacity increased.</p> <p>SLT work in leadership in other schools, supporting the URLEY project</p> |

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| 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 |
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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> |
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| To update our Pupil Tracking documents, refining them so they are easier to use and understand, especially by our families. | PUPIL PROGRESS PROFILES 1. Children’s Summative Learning Journey Profiles to be renamed “Pupil Progress Profiles” to distinguish them from the Formative Tapestry Learning Journals. 2. Development Matters statements to be replaced with the “What to expect when” statements. These describe exactly the same stages of learning in each age band but are written in plain English as “I can” statements in easy to understand language. | HT to rewrite booklets ready for use in Sept 2018. | All children to have new PPPs from September 2018 | photocopying costs | HT and Class Teachers | Staff will be more accurate in assessing their children as the statements are easier to understand. Families will be able to understand their child’s progress and next steps more clearly. |
| Continue to develop the Outdoor area, so children make progress in all 7 areas of learning. | OUTDOOR LEARNING 1. Continue to develop the Outside areas as started last year, with staff members taking responsibility for different areas, organizing and resourcing them e.g. build a stage, continue to organise resources. 2. Develop Eco Room – rename? – and use for small groups | All staff | Ongoing through the year | £1,000 for new resources from the BSM line | HT | Children make good progress from starting points in all areas. |
| More children access Forest School and it continues to grow and develop | FOREST SCHOOL AND GARDENING 1. Access Level 3 training for more staff, so there is more capacity within | TJ and possibly FT, LH. | As soon as suitable training can be found | Cost of Level 3 training is between | HT and Governors | Forest School sessions and gardening impacts on |

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| | <p>staff to lead Forest School sessions</p> <p>2. FS staff to have outdoor first aid training as well as PFA.</p> <p>2. Develop more sessions for all ages of children</p> <p>3. Look to recruit more volunteers to help in our garden</p> | | | £500-£1500 depending on trainer | | children's holistic development, learning and well being. |
| <p>Staff grow in their understanding of what effective interactions with children are.</p> <p>Staff identify their own particular areas for improvement</p> | <p>CHILD:ADULT INTERACTIONS</p> <p>1. Look at what constitutes effective interactions e.g. using the Ofsted definition for Early Years</p> <p>2. Staff to attend Liverpool EY Conference as focus for 2018 is on interactions</p> <p>3. Use of SSTEW scales to identify clear areas of improvement.</p> <p>4. Training in staff meetings, looking at case studies, video clips online and of our own staff and children</p> <p>5. Develop peer observations, supporting staff to become increasingly open and reflective together about their own practice.</p> | HT and all staff working directly with children | Ongoing through the year | <p>Cost of conference £1850 for 10 staff</p> <p>Supply cover for peer to peer observations @£140/AY</p> | HT and Governors | <p>Each child will feel that their learning is valued.</p> <p>Improved interactions increases children's progress.</p> |
| <p>Children develop oracy through learning stories and rhymes off by heart</p> | <p>DEVELOP TALK 4 WRITING APPROACH</p> <p>1. FT to be T4W lead and attend all training put on by DGT this academic year</p> <p>2. FT to write an action plan to outline how the T4W approach will be adopted as part of our daily practice</p> <p>3. Staff Meetings led by FT on T4W approach</p> <p>4. FT to develop T4W in Oak Tree and to team teach in Willow Tree to help develop T4W there.</p> | Fran Turner | <p>1st staff meeting on 25/09.</p> <p>To be revisited each term</p> <p>Action Plan written Oct</p> | T4W training paid for by DGT Resources bought out of BSM | HT and governors | <p>Children are observed retelling focus stories and rhymes.</p> <p>Children's to ability speak English and oracy increases</p> |
| <p>Children's natural fascination with mathematics is nurtured, enhancing</p> | <p>DEVELOP PROVISION FOR MATHEMATICS LEARNING</p> <p>1. LH, as SLT member responsible for Mathematics, to use the Maths</p> | Laura Hutchison | <p>ECERS carried out Oct.</p> <p>Action Plan written</p> | <p>Supply Cover as needed for reviews</p> | HT | <p>Staff are more confident in identifying Maths learning</p> |

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| their learning. | <p>elements of ECERS-R and ECERS-E to assess provision.</p> <p>2. Clear steps for improvements are identified from the scales.</p> <p>3. LH to write an Action Plan to identify areas to improve.</p> <p>4. Switch to the “What to expect when” statements in Pupil Progress Profiles</p> <p>5. Access Maths specific training for EY</p> | | after | @£140/day. Resources bought out of BSM | | and how to support it within the provision. Children make faster progress in Mathematics |
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3. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

| Aim | Action | People | Timescale | Resources | Monitoring/ Evaluation person | Outcomes |
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| Make sure arrangements for Safeguarding continue to be robust and protect the children in our care | <p>SAFEGUARDING</p> <p>1. LH to also do DSL training to complement her SENDco role and provide additional cover for when other staff are out</p> <p>2. Half Termly SG training by DSL, as part of Staff Meeting to keep at forefront of mind</p> | HT, VQ, SK, LH | Autumn Term | All training part of SLA | HT SG Governor | <p>Making sure we are “getting the basics right, and moving onto best practice”</p> <p>All stakeholders are confident to raise concerns to protect children</p> |
| Make sure lunchtimes are a positive and social time, where children enjoy eating together and learn about healthy eating. | <p>LUNCHTIMES</p> <p>1. As all children move onto packed lunches, support families to understand what constitutes a healthy packed lunch, in a culturally sensitive way.</p> <p>2. Make lunchtimes a special time e.g. tablecloths, battery candles, flowers on the table etc.</p> | All staff | Autumn Term | new tablecloths, candles etc £200 out of Resources budget | HT | Children enjoy lunchtimes, learning to eat healthily, enjoying the social occasion. They learn about |

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| | 3. Review organisation e.g. one sitting or two? how to support children who get distressed who don't want to eat. 4. Produce a new Lunchtime policy to reflect the changes. | | | | | |
| To be more intentional in celebrating our diverse school community, learning and sharing from each other. | CELEBRATIONS 1. Identify the different cultures and religions followed by our families. 2. Have a clear timeline of these special times celebrated by our families. 3. Make sure each culture/religion represented is celebrated at some point in the year and where possible/appropriate, invite families in to share what they do. | Office Staff to produce list of religions and families. Teaching staff to lead on celebrations | Throughout the year | Any resources, food etc. paid for out of BSM | | |

4. OUTCOMES FOR PUPILS

| Aim | Action | People | Timescale | Resources | Monitoring/Evaluation person | Outcomes |
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| Develop approaches to support children who have limited or no English with signs, enabling them to become confident communicators. | LANGUAGE DEVELOPMENT 1. All staff to be trained in Signalong 2. Staff to work to embed using Signalong as part of their everyday practice. 3. Help parents to support their children by having a Signalong workshop for them. | All Keypersons | Dates set for 17 th October 2018 and 7 th January 2019 | Cost of whole staff training £1400 | Teachers and HT | Children can communicate through signs, develop their English and become confident communicators more quickly. |
| For children to be more involved in their next steps, learning to see themselves as learners, developing a growth mindset. | FEEDBACK TO PUPILS 1. During individual planning cycle, Keypersons to share next steps for learning with their Keychildren in an age appropriate way, so they know what they should work on next. 2. Staff to discuss and gain ideas for how to do this in staff and room meetings | All Keypersons | Autumn 2018 | Time to spend with Key children. Keyperson Floorbooks to celebrate learning. | HT and Teachers | Children and Families can share what they need/want to learn next, accelerating progress. |

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| <p>To improve the uptake and quality of family consultations with Keypersons, so families are more involved in their child's education.</p> | <p>PARENT CONSULTATIONS Trial a different approach e.g. closing the Nursery for a day and inviting parents in for an appointment during the day instead. Families can of course bring children in with them, we can have tea, coffee and snack set up and a slideshow on the iTV in Apple Tree. (Previously appointments have been arranged for the start and end of the day, when it can be busy in the classrooms. Also not all families want to stay as they have other children to collect from schools.)</p> | <p>All Keypersons and HT</p> | <p>Autumn 2018</p> | <p>Hospitality fund</p> | <p>HT and all Keypersons</p> | <p>Quality time with each family to understand and celebrate each child's progress and identify next steps for learning together. Children will therefore make better progress.</p> |
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