

ABERCROMBY NURSERY SCHOOL

Development Plan

Sept 2019 - July 2020



**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

- See SDP 2018-9 Evaluation for a full update on last year’s context, and the continuing challenges experienced by the school.
- Laura Hutchison will go on maternity leave at some point later in the Autumn term, planning to return in the Summer term 2020. She will move from Willow Tree to be the End/Week teacher in Oak Tree, our room for rising 4s, sharing the teaching with Vicki Quigley, who will continue to be the teacher at the Start/Week.
- 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 Willow Tree, our room for rising 2-3s, to provide essential continuity for our youngest children.
- We will be looking to appoint a teacher for 3 days a week, to cover Laura’s teaching commitment whilst she is off.
- Tam Bennett will be taking on SENCO role whilst Laura is off and will attend appropriate training, working to gain the NASCO qualification this academic year.
- Vicky Bromsgrove will move to support lunches in Oak Tree and work with the high number of children with SEND.
- Bev Taylor will move to support lunches in Willow Tree, and will help run Little Seedlings, our family and toddler group on Thursday mornings.

SDP 2018-9

- Staff were given opportunity to reflect on and evaluate the SDP 2018-9, identifying further areas for development.
- 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.
- Despite a difficult year, many actions from the SDP 2018-9 were completed, but some actions were not yet begun or were not completed and so will be rolled over to this new academic year.

DATA 2018-9

- Staff continued to grow in confidence with observation, assessment and planning systems; the new Pupil Progress Profiles, progress meetings with the Head Teacher, and regular “exploring standards” meetings, helped secure increasingly accurate judgments against age related expectations.
- The data continues to show the outstanding progress children make during their time at Abercromby:

Cohort % working towards a Good Level of Development	Baseline	July 2019
Nursery 2	6	66
Nursery 1	0	31

Cohort Average Points Score	Baseline	July 2019
Nursery 2	18.2	34.2
Nursery 1	19.1	27.8

- The small 2YO cohort also showed accelerated progress from their baseline.

- The weakest aspects of learning for our N2 cohort were CL-Speaking, Lit-Reading, UW-People and Communities, Maths-Number.
- For our N1 cohort they were similar; CL-Speaking, Maths-Number, Lit-Writing, UW-The World, and UW-Peoples and Communities.
- These aspects are mainly language dependent and so harder for children who have English as an Additional Language (EAL) to do well in.
- The biggest factor affecting progress continues to be that many children are at beginner stages of learning English. Around 65% of our children last year had EAL. Many of these also come from homes where there is a limited grasp of English and so school is the only place where they learn to speak English.
- However, staff worked very hard with their key children, planning for those gaps and there was good progress from the start of the year in most of these weaker aspects, as illustrated below:

Nursery 2 Cohort Aspect of Learning	September 2018		July 2019	
	% of Children at typical development	Average Point Score	% of Children at typical development	Average Point Score
CL-Speaking	61%	1.57	77%	1.91
Lit-Reading	80%	1.80	74%	1.74
UW-Peoples and Communities	74%	1.76	81%	2.04
Maths-Number	67%	1.65	83%	1.85

- The one aspect where children don't appear to have made expected progress during the year is Lit-Reading. This can be partly explained by cohort changes; during the year 3 children left Abercromby, 2 who were at ARE for Reading, and we gained 4 children in the Spring term, 3 with very little spoken English. However, looking at their individual Pupil Progress Profiles, each child has made progress in Lit-Reading from their starting baseline.
- Our Early Years Pupil Premium children outperform the rest of the cohort. When we look at who these 8 children are, we can see that they have a better grasp of English overall, than the rest of the cohort.

PRIORITIES FOR SDP 2019-20:

1. We will continue to focus on English language acquisition and development by continuing to embed Signalong, Talk4Writing, and working to improve adult: child interactions overall. The school will continue the URLEY programme (Using Research to improve Language in the Early Years) action research project, begun last year, funded by the Strategic School Improvement Fund, on improving children's oral language skills using evidence based evaluation tools.
2. We will continue to develop our Provision for Lit-Reading, as highlighted through the URLEY baseline and from our data.
3. After 3 challenging years for the school, review our strategies, policies and procedures, to support staff wellbeing and good mental health.

1. QUALITY OF EDUCATION

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
Continue to develop the Outdoor area, so children make progress in all 7 areas of learning.	<p>OUTDOOR LEARNING</p> <ol style="list-style-type: none"> 1. Continue to develop the Outside areas with staff members taking responsibility for different areas, organizing and resourcing them. 2. Joint INSET with Chatham Nursery School in January to focus on Literacy and Maths in the outdoors, hopefully with Juliet Robertson, author of "Messy Maths". 2. Develop further opportunities for taking learning outside with planned activities suitable each age and ability 	All staff	Ongoing through the year	£1,000 for new resources from the BSM line £1,000 for INSET shared between the 2 Nursery Schools	HT	Children make good progress from starting points in all areas.
To introduce woodwork sessions to our children.	<p>INTRODUCE WOODWORK</p> <ol style="list-style-type: none"> 1. Staff training day with internationally recognised early years woodwork expert, Pete Moorhouse. 2. Staff to work together to identify suitable space and how best to introduce to and support children. 3. Appropriate tools, bench and resources identified and bought. 4. Woodwork introduced and modelled to children. 	All staff	INSET DAY 4 th November November 2019	Training paid for by DGT – DGT school also attending. Resources bought from BSM.	HT	Children learn to risk assess, to use real tools, develop fine motor skills, design, plan, create, measure and enjoy the process.
Staff continue to grow in their understanding of what effective interactions with children are, making the most of every moment. Staff identify their own particular areas for improvement.	<p>CHILD: ADULT INTERACTIONS</p> <ol style="list-style-type: none"> 1. Continue to look at effective interactions e.g. using the Ofsted definition for Early Years. 2. Use of SSTEW scales to identify clear areas of improvement. 3. Training in staff meetings, looking at case studies, video clips online and of our own staff interactions with children. 4. Continue to use peer observations, 	HT and all staff working directly with children	Ongoing through the year		HT and Governors	Each child will feel that their learning is valued. Improved interactions support children's development.

	supporting staff to become increasingly open and reflective together about their own practice.					
Staff continue to develop their knowledge, understanding and skill in various strategies to support children's language acquisition, as tools in a toolbox.	<p>LANGUAGE DEVELOPMENT (links into child: adult interactions above)</p> <ol style="list-style-type: none"> 1. FT and TB to continue with URLEY training and mentoring other settings. 2. URLEY approach – being language magnets, radiators and conversationalists – is disseminated in staff meetings and embedded into practice e.g. using screening tools, selected scales from ECERS-3, ECERS-E, SSTEW. 3. Peer observations to identify strengths, progress and AoD. 4. Staff to work to embed using Signalong as part of their everyday practice e.g. weekly signs identified in planning. 5. Buy Signalong posters to put up around the provision. 6. Communicate sign of the week via Facebook and Twitter 7. Revisit Blank Level Questioning and Barrier Games. 8. Work towards gaining Speech and Language Quality Mark as first cohort, launched September 2019 	All room based staff	<p>URLEY project itself continues until March 2020, but we will continue to embed the approach into our everyday practice.</p> <p>September 2019</p>	<p>Supply costs for time to monitor.</p> <p>Posters @£2 each</p>	Teachers and HT	<p>Children become better communicators through signs and developing their English, supporting their development across all areas of learning.</p> <p>Quality Mark accreditation recognizes the expertise at Abercromby</p>
Children develop a love of books and stories, supporting their language and literacy development.	<p>BOOKS AND READING</p> <ol style="list-style-type: none"> 1. Each room to have an exciting and well resourced, enclosed and comfortable book area. Selected books to be placed outside every day (weather permitting). 2. ECERS-3 and ECERS-E book and reading scales used to identify best practice and AoD. 3. Books and props are rotated regularly to maintain interest. 	All room staff	Ongoing through the year	New books bought from Madeleine Lindley - £2000 on account	Teachers and HT	Children are seen using books independently. Children's vocabulary, morphology and syntax improve.

	<p>4. Staff make it a priority to read with each of their Keychildren every week.</p> <p>5. Families are given a book bag at the start of the year and encouraged to borrow books from our Story Sofa library.</p>					
Children develop oracy and a love of stories, through learning stories and rhymes off by heart	<p>TALK 4 WRITING</p> <p>1. FT, as SLT member for Literacy, to write updated action plan to outline how the T4W approach will be adopted as part of our daily practice in both rooms.</p> <p>2. Staff Meetings led by FT on T4W approach</p> <p>3. FT to develop T4W in Willow Tree and to team teach in Oak Tree to support staff to deliver T4W there.</p>	Fran Turner	To be revisited each term Action Plan written Oct	Resources bought out of BSM	HT and governors	Children are observed retelling focus stories and rhymes. Children's to ability speak English and oracy increases
Staff confidence in supporting mathematical development grows. Children's natural fascination with mathematics is nurtured, enhancing their learning.	<p>MATHEMATICS LEARNING</p> <p>1. LH, as SLT member responsible for Mathematics, to use the Maths elements of ECERS-R and ECERS-E to monitor provision.</p> <p>2. Clear steps for improvements are identified from the scales.</p> <p>3. LH to write updated Action Plan to identify areas to improve.</p> <p>4. Access Maths specific training for EY e.g. DGT Maths training</p>	Laura Hutchison with room staff	ECERS carried out Oct. Action Plan written after	Supply Cover as needed for reviews. Resources bought out of BSM	HT	Staff are more confident in identifying Maths learning and how to support it within the provision. Children make faster progress in Mathematics
For children to be more involved in their next steps, learning to see themselves as learners, developing a growth mindset. Families	<p>SUPPORTING CHILDREN'S METACOGNTION</p> <p>1. Focus Observation (FO) cycle to be reduced to 1 per term, rather than every half term, to make workload more manageable for staff.</p> <p>2. Keypeople to share observations with their children once done, identifying the learning taking place.</p> <p>3. Key people to share FO with families, encouraging them to access Tapestry themselves and support next steps for learning.</p>	All key people	Ongoing through the year	Time to spend with Key children. Keyperson	HT and Teachers	Children and Families can share what they need/want to learn next, accelerating progress.

	4. Learning Journey display in each room showcasing the learning that has taken place every week. These put into a floorbook when finished so children can revisit and chat about prior learning.			Floorbooks to celebrate learning.		
To continue to improve the uptake and quality of family consultations with Keypersons, so families are more involved in their child's education.	<p>FAMILY CONSULTATIONS</p> <p>1. Build on last year's successful Family Consultation Days, but after feedback from families, reduce the frequency from 3x to 2x.</p> <p>2. To enable more of our working and student families to attend, and after consultation with staff, change timings of the day from 9-4, to e.g. 12-6.</p>	All Keypersons and HT	<p>First Day in Nov</p> <p>Second Day in March/April</p>	Hospitality fund	HT and all Keypersons	Quality time with each family to support understanding of learning in EY, celebrate each child's progress and identifying next steps for learning together. Children will therefore make better progress.

2. BEHAVIOUR AND ATTITUDES

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
To foster the well-being and involvement of all our children.	<p>DEVELOP USE OF LEUVEN SCALES</p> <p>1. Key persons to screen their children at the start of the year, identifying vulnerable children, who are low on the Leuven well-being and involvement scales.</p> <p>2. Work to support those identified children helping them to develop emotional well-being and greater involvement in their play, accessing outside agencies if appropriate.</p>	Key persons	Ongoing	Key person time	Class teachers HT	Children who are at risk of low wellbeing and involvement are quickly identified and supported. Wellbeing and involvement improve

						through the year.
To help children develop their understanding of their different emotions, developing self-regulation.	EMOTIONAL LITERACY 1. Staff meeting on supporting emotional literacy. 2. Each room to develop an emotionally rich provision, supporting children to identify the different emotions they may be feeling during a day, developing their self-regulation and leading to improved behaviour	HT	Autumn Term		Class teachers HT	Children learn to identify what and how they are feeling, and are supported to cope with them and learn self-regulation.

3. PERSONAL DEVELOPMENT

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
Children and families know who their key person is from the start of the year and build strong working relationships.	STRENGTHEN KEY PERSON ROLE 1. Returning children assigned to new key persons, who introduce themselves to their new families. 2. Key people carry out the home visit for each new child and welcome each family when the child begins Nursery. 3. Families given a “treasure hunt” on their first visit by their key person to help them find out about Nursery life. 4. Key person display outside each room, and info also on the info TV.	Key persons	Ongoing	Photocopying	Class teacher HT	Children form secure attachments, families feel comfortable in approaching their key person resulting in better communication and progress.
More children access Forest School and it continues to grow and develop	FOREST SCHOOL AND GARDENING 1. Staff to complete Level 3 Forest School Leader training begun last year, so there is more capacity within staff to lead Forest School sessions 2. Develop more sessions for all ages of children including 2 year olds. 3. Plan for progression so children who access Forest School as 2/3 year olds, develop their skills further as 4 year olds.	VQ, TJ, FT, LH with DJ gardener	Ongoing through the year	Training paid for 2018-9	HT and Governors	Forest School sessions and gardening impacts on children’s holistic personal development, learning and well-being, developing

	3. Look to recruit more volunteers to help in our garden					their cultural capital.
Continuing to be more intentional in celebrating our diverse school community, learning and sharing from each other.	CELEBRATIONS 1. Identify the different languages cultures and religions represented in our families this year 2019-20. 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. 4. Visit local places of faith e.g. Mosque, Cathedrals, Chinatown etc.	Office Staff to produce list of languages and religions. Teaching staff to lead on celebrations	Throughout the year	Any resources, food etc. paid for out of BSM	HT	Children learn to appreciate the ways we are all the same and different, learning appreciation and acceptance of different culture and religions.
Children develop their understanding of how to keep themselves happy, healthy and safe.	SAFEGUARDING CURRICULUM 1. Continue to use and refine the Safeguarding curriculum. 2. Introduce the NSPCC PANTS programme in Oak Tree room	Class teachers and room staff	Ongoing through the year	Any resources needed bought with BSM	HT SG Governor	Children grow in their awareness and capacity of how to keep themselves safe.
School, children and families reach out to the wider community, strengthening relationships.	DEVELOPING COMMUNITY 1. Review Open and Fun day, held to welcome the wider community into our school. Staff have expressed a wish to hold it after school, rather than on a Saturday. 2. Work with Onward Housing, management of Friendship house, sheltered accommodation around the corner, to plan intergenerational activities e.g. crafts, meeting farm animals, gardening, Christmas concerts etc.	All N staff and governors HT with class teachers, Eddie from Onward Housing	Plan for after Ramadan, June 2020 Ongoing through the year	Plan for Open and Fun Day to be cost neutral Onward Housing	HT and Governors	Children, families and staff build links with the community around the school. Children make friendships with older generation, learning to value them.

4. LEADERSHIP AND MANAGEMENT

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. SG team to attend annual refresher training. 2. SG training/updates by DSL, as part of Staff Meeting to keep at forefront of mind 3. Full staff team annual SG training by SIL	HT, VQ, SK, LH All staff All staff	Ongoing through the year Half termly Twilight Summer Term 2020	Refresher training part of SLA £500 from training budget	HT SG Governor	Making sure we are “getting the basics right, and moving onto best practice” Children are protected from harm.
Continue to develop distributed leadership through role of SLT	DEVELOP SENIOR LEADERSHIP TEAM (SLT) 1. Regular minuted monthly meetings. 2. SLT to develop knowledge and skill in taking on some monitoring systems e.g. Tapestry and ECERS, ITERS and SSTEW 3. SLT take on responsibility for Areas of Learning in EYFS curriculum to drive improvement. 4. Room Teachers to take on supervision of their room staff	HT, VQ, LH and FT	Ongoing through the year – at least monthly meetings Tapestry monitored termly Supervisions at least termly	Supply costs for e.g. time for monitoring	HT and Governors	Professional development for SLT as they grow in their strategic leadership role. Leadership capacity increased.
Continue to improve communication, engagement and raise the profile of the Nursery	PUBLICITY 1. Set up a broadcast only (education) Facebook page. 2. Update weekly with news, diary dates etc. as a blog. 3. Train room staff to use Twitter Facebook to share the amazing learning. 4. Recollect all consent forms at the start of the year, so all permission for social media and the website is up to date.	HT, Class Teachers, room staff, Admin	Ongoing through the year	Time to keep updated	HT Governors	Families are kept well informed and become more involved in Nursery life. Raise the profile and reputation of Abercromby.
Review and improve	MENTAL HEALTH AND WELLBEING	All staff and	Audit in	@£995	HT	Strategy,

strategy, policies and procedures around mental health and wellbeing for adults and children in the Nursery.	<ol style="list-style-type: none"> 1. Commission Kate Moxley, MH and EY expert, for an external audit of working practices and policies. 2. Develop a mental health and wellbeing policy. 3. Train all staff as Mental Health First Aid Champions 	governors	Autumn term MHFAC training on INSET day 8 th June 2020	@£1600	Governors	systems, policies and procedures in place to support the best possible mental health and well being.
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