

ABERCROMBY NURSERY SCHOOL

Development Plan - **EVALUATION**

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 UPDATED AUGUST 2018

- This was an incredibly challenging year for the school on so many levels.
- Both the Head Teacher and Senior Teacher in Oak Tree Room lost their mothers, both after traumatic and protracted hospital stays; the Head Teacher in December and VQ in March.
- Out of a Senior Leadership Team of 4, 3 lost their mothers in just over a year, whilst the other had been off for 4 months with stress due to personal issues, returning with a phased return in mid September.
- There were other close bereavements within the Nursery team e.g. the site manager losing his father and the school cook losing her sister just before Christmas, and the school cleaner dying in February.
- An experienced Nursery Officer and key member of the team went off long term sick in July 2017 and only returning in May 2018, with a 6 week phased return to work.
- Other members of staff had medical issues to deal with, or other challenging personal circumstances.
- Although pupil numbers rose through the year, the corresponding increase in funding was not released by the LA, due to problems with deficit funding in the Early Years Block. In the meantime the school had taken on and paid for in good faith for an extra teacher and lunchtime staff to maintain correct ratios, expecting the increased funding to come through.
- There were further issues with the budget, as staff insurance premiums rose by over £10,000 due to the 3x long term absences, and a pay increase of 2% across the board that had to be factored in from Sept 2018.
- There were a number of unexpected costs with the building, with expensive repairs e.g. the boiler, major water leaks etc.
- All this indicated a projected in year deficit of over £31,000 for the financial year 2018-9, with a corresponding sharp deficit escalation for the second and third years.
- The only budget line where the required savings could be made, was the catering and so Governors took the difficult decision to cancel the catering contract with effect from September 2018. It is such a wrench to lose the school cook who has been a much loved member of the Abercromby community for many years. Providing healthy hot lunches, and supporting children to learn to eat different foods, whilst also learning table manners and developing independence, has been at the heart and soul of Abercromby education for years.
- All of the above has had quite an effect on staff morale. However, all the staff are incredibly supportive of each other and very professional. It is to their credit that the Nursery has continued to run smoothly, whilst the new ways of working introduced in 2016-7 have been consolidated, and the new class structure introduced in September 2017 has been developed and embedded. In fact the Nursery has gone from strength to strength. In the Summer term, the Nursery was completely full, with a waiting list and numbers for September 2018 are very healthy. Tracking showed that all children have made accelerated progress from their starting points, a fantastic achievement.
- The LA were finally able to confirm at the very end of the Summer term that further funding has been released from the DfE and so we should now receive the correct funding for the increased numbers of children.
- When coming to evaluate the School Development Plan 2017-8, the updated context must be taken into account when looking at what has been achieved, what has been partly achieved and what has not yet been addressed, due to time constraints.
- Staff were given an evaluation form in July, based on the SDP 2017-8, so their views could be taken into account.
- Parents were also given an evaluation based on Ofsted's Parentview at the end of the year.

- The children's views on the Nursery were also canvassed. They talked about what they thought about the Nursery with their Keyperson, and filled in a simple questionnaire.

1. LEADERSHIP AND MANAGEMENT

Aim	Action	Evaluation (evidence)	Any further actions?
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.	Achieved . New format used for teachers and new HT format. Appraisal file .	
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.	Achieved . Supervision file . 1. Staff had regular Supervision meetings throughout the year. 2. Staff valued these regular 1:1 confidential meetings with the HT (see staff comments below) and it became a very useful forum to discuss professional development, celebrate recent successes, problem solve issues and discuss Keychildren and families. It dovetails with the appraisal process, the appraisal setting targets and supervision meetings identifying actions needed and progress. 3. A Policy was produced and ratified by governors; also extra documentation setting out role and expectations of both supervisor and supervisee, and a supervision agreement.	
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.	Not yet addressed – see updated context above . However Twitter account now has over 570 followers, up from x40 2 years ago.	Look at developing a Facebook page 2018-9
Have a complete set of policies tailored to and informing the practice at	POLICIES 1. Produce an overall list of relevant policies, adding policies where required e.g. Home Visits	Partially achieved – see updated context above . Relevant policies on website New policies added: Supervision	Continue to rewrite and update policies. Produce a staff

<p>Abercromby (begun but not finished in 2016-7)</p>	<p>2. Tailor each policy, making sure it reflects practice, producing it in an agreed "Abercromby" format 3. Governors to formally ratify statutory policies and oversee all others. 4. All staff and governors to receive a copy of each policy as it is produced. 5. Relevant policies put on website, so accessible for all.</p>	<p>Home Visits Lunchtimes Managing Children's Absences</p> <p>Many policies updated, especially crucial ones such as "Child Protection."</p> <p>Some still need updating and some need complete rewriting e.g. Teaching, Learning and Assessment to reflect our current practice.</p>	<p>policy file to be kept in Sanctuary for reference.</p>
<p>Develop distributed leadership through role of SLT</p>	<p>DEVELOP SENIOR LEADERSHIP TEAM (SLT)</p> <p>1. Have regular minuted monthly meetings, usually 1st Weds of month. 2. Agenda to follow Ofsted categories 3. SLT to develop knowledge and skill in taking on some monitoring systems e.g. Tapestry LJs of staff in their room. 4. SLT take on responsibility for Areas of Learning in EYFS curriculum to drive improvement.</p>	<p>Partially achieved – see updated context above.</p> <p>1. During the year it was often difficult to meet regularly due to the many circumstances described above. However meetings were held at key moments and were a valuable forum. 2. The agenda was sometimes dictated by events, but also followed Ofsted categories where appropriate. 3. Both LH and VQ began monitoring their room's Tapestry journals and were able to encourage staff and provide support when needed. 4. This process was begun with LH taking on the Prime Area of Communication and Language and the specific area of Maths. LH led a staff meeting supporting staff's understanding of Maths in Early Years. VQ took on the Prime Area of PD and the specific area of Literacy, but due to the issues described above had less opportunity to develop this. She did lead the whole staff annual safeguarding training.</p>	<p>Continue to develop SLT in terms of monitoring and subject leadership.</p>
<p>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>	<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. 2. Check finance with Finance Officer in Oct and bring to Governor approval 3. Recruit through usual channels and aim to have in place by end Nov. 4. New teacher will have responsibility for End of the Week in Rising 4s room, and provide extra cover for PPA, Forest</p>	<p>Achieved.</p> <p>As numbers rose quickly in the Autumn term, we needed extra teaching capacity and so Francesca Turner was appointed in November. Fran was an RQT with two years' teaching experience but many more years working in the PVI sector. She has fitted in so well into the team and brought fresh ideas and enthusiasm. She has also provided invaluable support and continuity when VQ had time off. See staff comments. We have been able to keep her on for a further year.</p>	

	School etc. 4. VQ and HT to provide mentoring, coaching and support.		
Rename the 3 rooms so as to be more meaningful for the children, families and school community	RENAME ROOMS 1. Historically rooms have been named Purple, Green and White, named after the colours that used to be on the walls. 2. Consult with the staff on new names to fit in with our badge, motto and Mission Statement.	Achieved. After much debate new room names were chosen that reflected our outdoor and garden ethos. White Room, our multi purpose space for lunch, Beatlife, PE and Family and Toddler Group became Apple Tree Room. Green Room, our class for our 2s and young 3s became Willow Tree Room. Purple Room, our class for rising 4s became Oak Tree Room. At the time we didn't have an Oak Tree in the garden, but were able to source a sapling to plant with the children.	

STAFF COMMENTS (each bullet point is one staff's comments)

WHAT WENT WELL?

- Appraisal and supervision meetings are a regular opportunity to discuss any issues (good or bad) that I'd like to bring up. Children are well supported and transition is smooth between the two teachers [in Oak Tree].
- Weekly staff meetings, meetings to discuss pupil progress.
- Meetings to discuss pupil progress, Supervision meetings. Arrival of Fran
- Fran (new teacher) – lovely, calm, approachable, organised. Value being kept informed and updated policies and training, with time to discuss – important thank you. The more we do it all the more confident and competent we become.
- Supervision meetings – helps to talk. Good updates on policies – all staff in the loop. SLT – feel more listened to and enjoy the updates from HT, office and other class. Fran! – fits in like she's always been here. Room names – our ideas and they suit us.
- Appointment of Fran. She complements our team so well. She is a fabulous teacher and is well liked and thought of by staff, children and parents. Oak tree staff all work well together, everyone has a voice and our thoughts and ideas are heard and valued.
- Having SLT meetings – greater communication and understanding of issues. Appointment of new teacher – great addition, loads of new input and more time for Forest School/visits to other settings/extra help and support. Supervision meetings helped pinpoint issues and professional development.

ANY ISSUES?

- Facebook – attempt in September
- Social Media – how could we get a larger audience with more interaction? Instagram?

WHAT DO WE NEED TO DEVELOP NEXT?

- Communication better between SLT – Teachers/TAs – Office Staff
- Need to understand the contents of Areas of Learning in Pupil Progress Profiles.
- Understanding of Pupil Progress Profiles

2. TEACHING, LEARNING AND ASSESSMENT

Aim	Action	Evaluation (<i>evidence</i>)	Any Further Actions?
<p>Develop Provision in each room that is tailored to the learning needs and interests of that age group of children</p>	<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. 	<p>Mainly achieved – see updated context above.</p> <ol style="list-style-type: none"> 1. INSET day on 4th Sept 2017 led by HT. Staff explored what an appropriate, exciting learning environment might look like, and what differences there might be for the different ages. PowerPoint 2. There was time for staff to set up rooms in the first week back, whilst some staff were out on home visits. 3. Staff worked through the year to develop a coherent approach to display and labeling, after discussion in staff meetings. 4. ECERS and ITERS scales were not done this year. HT prioritised SSTEWS scales. 5. Visits to other settings were carried out e.g. LH visiting 2YO provision at Ellergreen, an outstanding Nursery School. This was a valuable visit as LH gained many ideas for Willow Tree. The 2YO manager from Ellergreen then visited us and was very positive with what she saw, which was very encouraging. 	<p>Revisit expectations at the start of the year. Continue to develop provision, inspired by looking at other settings. Develop a display guideline. Repeat ECERS and ITERS scales involving SLT next year. Continue to provide opportunities for staff to visit other settings.</p>
<p>Develop our Outdoor Continuous Provision to facilitate learning across all 7 areas of learning.</p>	<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 	<p>Mainly achieved – see updated context above. See Outside!</p> <p>Works completed over Summer 2017 and roof canopy no longer leaks.</p> <p>INSET day October 20th 2017 led by HT. Staff looked at examples of inspirational practice including videos of Carterhatch Infants. PowerPoint</p> <p>The SIL Outdoor audit was completed in groups and there was consensus on what was working well, what needed improving and what needed putting in place e.g. Loose Parts play.</p> <p>Staff decided between them who was going to be responsible for each different area of learning outside. Over the year these were set up and developed by those staff.</p>	<p>At the start of the academic year, see if staff want to keep same areas or have a change. Revisit SIL Outside audit.</p>

	<p>per Action Plan and develop systems for 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>	<p>Mobile shed units were bought to house various outside resources e.g. one for literacy, one for maths etc. The Eco Room was completely reorganized so that children could access some science resources independently, whilst other items requiring more adult support were stored out of reach.</p> <p>Staff worked hard throughout the year and the range, depth and quality of what was on offer outside improved markedly over the year.</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>	<p>Partly achieved – see updated context above.</p> <p>Record of the sessions put on Tapestry</p> <p>EY Forest School training was identified with Nature2Nurture in Croxteth Park. However, the trainer had to pull out due to personal circumstances.</p> <p>VQ and TJ led a session of Forest School for some 2s with a few children who had done Forest School before as role models and experts. This was very successful and helped identify strategies to manage this younger age group.</p>	Look at Forest School training for 2018-9. It may have to be non EY specific. Continue to look for volunteers
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>	<p>Achieved.</p> <p>Staff meeting minutes</p> <p>All staff became more familiar with the Early Years Outcomes (EYO) statements for the younger 2 YO children.</p> <p>LH led a staff meeting exploring and unpicking the statements in Mathematics.</p> <p>During Pupil Progress meetings and Supervision meetings, staff demonstrated they were much more familiar with the EYO statements. Staff also began using the "What to expect when" document, produced by 4Children, which has rewritten these as "I can..." statements in plain English.</p> <p>All three teachers attended termly Standardisation sessions at East Prescott Road Nursery School facilitated by one of their teachers. After some feedback it has been decided to meet in different MNS to share good practice, in the next academic year.</p>	NB We need to use the term Standardisation as Moderation refers to the Statutory assessments e.g. EYFSP. Move to using the What to expect when "I can..." statements in all Pupil Progress Profiles from September 2018.
Staff grow in their understanding of what effective interactions with children are. Staff identify their own	<p>CHILD ADULT INTERACTIONS</p> <p>1. Explore what constitutes effective interactions e.g. using the Ofsted definition for Early Years</p> <p>2. Training in staff meetings, looking at</p>	<p>Partly achieved – see updated context above.</p> <p>Monitoring file</p> <p>SSTEW scales were carried out by the HT in both rooms in Summer 2. The judgement came out as good overall, and there are clear steps for improvement to move towards</p>	This will be carried over and become a focus for our SDP 2018-9

areas for improvement	case studies, video clips online and of our own staff and children 3. Develop peer observations, supporting staff to become increasingly open and reflective together about their own practice. 4. Use SSTEW scales to evaluate adult/child interactions	outstanding. The findings from this will be used to identify and drive improvement in staff:child interactions next academic year.	
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STAFF COMMENTS (each bullet point is one staff's comments)

WHAT WENT WELL?

- The 2 rooms look really good. Children are aware of the difference. The two rooms have distinctive differences. The 2 year old Forest School trial went well and End/Week children also got Forest School sessions. Tricia worked really hard at this. Pupil Progress meetings help identify issues and direct interventions, Moderation – discussions useful especially with new staff.
- Willow tree staff have worked so hard to develop their room. The room looks lovely and the children are thriving – well done! Good idea that Tricia provides Forest School for End/Week children and that 2YO have the opportunity to experience it too. Relooking at the Outdoor provision, providing resources to enhance our garden rather than bringing the inside resources outside.
- The two rooms are distinctive and offer very different things. Staff in each room really suited. Great to work with new people. Outdoors is still a work in progress and staff manage areas well. Child/Adult interactions monitored by HT and teaching staff in both rooms. Moderation of pupil progress, especially the discussion sheet really helps us stay aware of progression and gaps, and informs planning.
- Children being able to interact in both rooms works well with adult support. Also prepares Willow children for when they move on. Love Forest School (and the importance of children using what they have grown). Value the meetings on children's progress to keep on track and make changes if necessary – feeds into planning.
- End/Week Forest School. Having Outdoor areas managed by each staff. Moderation of children's progress very informative.
- Forest School went well because everyone has a turn. Also outdoor areas managed by staff.
- Rooms work well with each other – helps that I get to go between rooms. Cupboards outdoors are developing well. All 3-4s and some 2s have had access to Forest School. Adult/Child interactions – great relationships between KP and children, welcoming relaxed relationships with parents, parents feel comfortable and have trust.

ANY ISSUES?

- Tidy up time outdoors can be a nightmare at times! Who knew resources could travel so far and wide!

WHAT DO WE NEED TO DEVELOP NEXT?

- Forest School Training for more staff
- Staff need to stop saying “little ones” about 2YOs as this impacts on older children's views of them (nit picking!)
- More Forest School Training please
- Would like to be more involved with Forest School.
- Inviting parents to come in and share expertise so they can have more ownership of school.

3. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Aim	Action	Evaluation (evidence)	Any Further Actions?
<p>Make sure arrangements for Safeguarding continue to be robust and protect the children in our care</p>	<p>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.</p>	<p>Mainly achieved – see updated context above. Staff meeting minutes. Safeguarding Training Log All DSLs and deputies had safeguarding training. LH did not do DSL training, but this is planned for Sept 2018. VQ led whole school Safeguarding training and TB led half termly safeguarding updates e.g. using the 7 minute spotlights produced by LSCB, including one on private fostering.</p>	<p>LH to do DSL training. Continue with half termly SG updates.</p>
<p>Train and support staff so they are confident to undertake Home Visits Address safety aspects</p>	<p>HOME VISITS 1. Training on Home Visits at INSET 2. First round of Home Visits for new starters carried out 6th – 8th 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</p>	<p>Achieved. All staff received training on Home Visits, including safety concerns, at the INSET day on 4th September. A policy was written and ratified by Governors. Home Visits are now embedded as part of our induction, and the staff value the way they help to build relationships with the child’s family, and aid children to settle in more quickly – see staff comments. Office staff have taken on a key role with the administration and organisation and making sure staff are safe on visits.</p>	
<p>Continue to develop the Keyperson role so that they support children to have strong emotional attachments. Strong knowledge of children helps identify learning needs and also Safeguarding issues</p>	<p>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 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</p>	<p>Mainly achieved – see updated context above. The Keyperson role in terms of attachment has been developed through the year and has been informed by Attachment Theory. This has been necessary now that we have children who are much younger and need more time and patience to separate from their caregivers. It has been difficult at times to make sure the Keyperson goes on the home visit, but this is done where possible and easier to organise with one off visits. A new Keyperson and Settling in policy has been written to articulate our philosophy; this supports families in understanding the importance of going at the child’s pace. Although families were invited for termly consultations many</p>	<p>Review how to encourage families to take part in termly Keyperson consultations.</p>

	interactions.	did not take part in these.	
Lunchtimes to be developed as a key learning opportunity	<p>LUNCHTIMES</p> <p>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.</p> <p>2, All staff work to support learning during lunchtime on a rota basis, aiming to sit with Keychildren.</p> <p>3. Communicate Policy with all stakeholders especially families, so that messages about the benefits of our lunchtimes are clearly transmitted.</p> <p>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.</p>	<p>Achieved.</p> <p>INSET on 4th September used to identify what all staff felt was important about lunches and how to support this. This was distilled into a new policy.</p> <p>All staff supported lunches on a rota basis. As usual, many children learned to eat and enjoy new foods and developed their independence and social skills.</p> <p>However as we became full in the Summer term, lunches became harder to manage due to the increased numbers of children, and the sessions were too long for many children, and also noisy.</p> <p>Sadly due to budget constraints, the Governors made the difficult decision to stop the catering from September 2018. All children will now be bringing a packed lunch.</p>	<p>Lunchtime policy will need reviewing now that all children are bringing packed lunches. As numbers increase, we will review how we manage this to keep the calm and social ethos.</p>

STAFF COMMENTS (each bullet point is one staff's comments)

WHAT WENT WELL?

- Developed a good understanding of the Keyperson role and I have been supported by my team.
- Home Visit – stronger links between parents and children.
- Safeguarding training has been valuable and important. Home Visits build good relationships with families and communities.
- Really enjoy and find Home Visits useful. We are all good at our Keyperson role and recognise if we need to adapt; if children are more suited to other staff. Enjoy and benefit from Safeguarding updates.
- The areas we developed are working well; as staff become more familiar, our confidence grows in our daily practice.
- Home Visits – felt the benefit in terms of knowing the children/relationships with families. Enjoyed my first PowerPoint presentation on Safeguarding.
- Good safeguarding updates. Keyperson – great relationships. Lunchtimes – organised, although confusing at times.

ANY ISSUES?

- With being off long term, I haven't been on a Home Visit.
- Wouldn't call it an issue but would help if there was time for teachers to discuss SEND, Playplans, referrals etc so not having to chase.
- More shared ownership of our SEND children especially for the coming year.
- Number of staff in the lunch room can be difficult to manage e.g. noise level.
- Lunchtimes – still quite noisy and chaotic, too long having lunch.

WHAT DO WE NEED TO DEVELOP NEXT?

- Lunchtime policy.
- New plans for packed lunches.
- Continue to strengthen Keyperson role.

4. OUTCOMES FOR PUPILS

Aim	Action	Evaluation (<i>evidence</i>)	Any Further Actions?
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 acquisition and Oracy	Not yet addressed – see updated context above. No suitable trainer in sign language found this academic year, though TB has since found a trainer for 2018-9 academic year. Decided not to take part in SIL CHATTA project due to inappropriate timescale and other priorities.	All staff to receive Signalong training on 17 th Oct 1/2 and 7 th January 2/2
Planning is fit for purpose and meets the needs of each child, whatever age or stage.	PLANNING 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 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	Mainly achieved – see updated context above. Teaching staff worked hard on new planning formats and collated this in a class planning file . Teachers felt new formats were appropriate, fit for purpose and not too time consuming. This was monitored informally by the HT.	Monitor planning during 2018-9 and tweak to make sure it is fit for purpose.
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	PUPIL PROGRESS MEETINGS 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. 2. Identify children who have gaps in their learning so Keyperson can target learning needs 3. Identify children who are Able, Gifted	Achieved. Pupil progress meetings were embedded and are now part of the Abercromby data cycle. Staff value these meetings with the HT, where there is a chance to discuss each child’s progress, and make sure. Staff Evaluations Findings from Pupil Progress meetings are summarized on a 1 page sheet which then feeds into Medium Term Planning and Short Term Planning. Able Gifted and Talented are also identified and planned for.	Continue to tweak these meetings.

	and Talented to make sure there is appropriate challenge for them		
For children to be more involved in their Next Steps	FEEDBACK TO PUPILS 1. During individual planning cycle, Keypersons to involve their Keychildren so they know what they should work on next. 2. Staff to discuss and gain ideas for how to do this in staff meetings	Not yet addressed – see updated context above.	Roll this over to the next academic year 2018-9.

STAFF COMMENTS (each bullet point is one staff's comments)

WHAT WENT WELL?

- Children have made progress. Planning is flexible to go with child interests but works well especially between 2 teachers. Language – lots of opportunities for language development. Language intervention went well.
- Interventions with Mandy – well organised and cover planned for it. Could see the difference it made – especially with quieter boys. Planning system embedded and working well. Pupil progress meetings – helped focus on issues and direct interventions/inform future learning.
- I believe the data shows how well we've met the children's needs, how we've approached filling in the gaps and then ultimately how the planning ensures our next steps are met. Working with EAL children and families is something we do very well at Abercromby.
- New planning format is concise, easy to do and informs all aspects. Pupil Progress meetings are great. Mandy is doing well with interventions.
- Confidence in the children's attitudes and their communication skills. Mandy language intervention – that time is so valuable for the children and in a calm environment 1:1 or in a small group. Meetings around our children so valuable for them and for myself. Feedback to and from children, specific praise, is the most important, builds confidence, pride, value in themselves, peers and adults, and works into the Abercromby Values.
- Planning as a team and Pupil Progress meetings – excellent.
- Pupil Progress meetings – got to see where child's development was.

ANY ISSUES?

- Moving N1s into Oak Tree for Summer term was challenging as some older children took a step backwards and having to adjust the day and learning groups.
- Feedback to pupils – [not tackled this year]

WHAT DO WE NEED TO DEVELOP NEXT?

- Lunchtime
- Interventions from [for?] Willow Tree Room would be good.
- Pupil feedback – more parents involved
- Parents involvement in Tapestry

FURTHER STAFF COMMENTS (each bullet point is one staff's comments)

IS THERE ANYTHING ELSE YOU FEEL HAS GONE/IS GOING PARTICULARLY WELL?

- Success of family and toddler group. Stay, Play and Learn sessions have been a success this year
- Staff teams are working really well together, both in the rooms and outside. It's been great to have outside access from 9 am. End/Week Forest School.
- The School is looking great. The office staff do a great job welcoming new families in and are a great PR tool.

- Change up of rooms and staff. We have formed a good team.
- Staff supporting each other through a tough emotional year. Little Seedlings toddler group. Stay Play and Learn. Children's independence, cooperation, interaction and curiosity. Inviting the children's teachers from new schools and organised planned visits for our Willow Tree children to Oak Tree, to support their move in September.
- Pupil Progress – Room Meetings. More understanding of Data and using it for next steps.
- Celebration Day. Little Seedlings.

WHAT ELSE DO WE NEED TO DEVELOP NEXT?

- Utilise the knowledge our staff have developed over the years for training etc. in order to boost their morale.
- Office/classroom communication needs to be better.
- More celebrations with families ie Eid, Hannukah, Divali. Snack?

ANY OTHER COMMENTS?

- It's been a tough year but I feel we've all been really supportive of others. We've been flexible, helped out when needed, stepped in to do different roles and kept the school running. The team at Abercromby are brilliant.
- It's great the way the staff have all worked so well together as it's been such a hard year. I have really appreciated our staff team – they deserve a pat on the back.
- This is a very special school. I am grateful I get to work here.
- Busy, sad, happy, enjoyable, different, eye opening year.
- I have valued my gradual return to work and the patience and kindness from the staff – Thank You!

FAMILY COMMENTS

All families were given a questionnaire modelled on the Ofsted Parentview survey. We received 17 back. The vast majority of responses circled to every question were either “strongly agree” or “agree”, with most in “strongly agree”. There were also a handful of “don't know”s to a couple of questions. There was only one negative response with one father responding to the question “Abercromby Nursery School responds well to any concerns I raise” with “strongly disagree”. This referred to an incident where staff had had to change a child into Nursery clothes (as she didn't have her own) after she became dirty and wet, and the father had been very rude to the staff about this. The Head Teacher had had to speak to him about this, asking him to speak to all staff with respect.

Some comments are added below – a couple of parents wrote essays so their comments have been abridged!

Each bullet point is one parent's comments.

- Fantastic lovely, friendly school. My child was very happy, the teachers are amazing. (Shahab's mum)
- The garden that the children get to use every day and the Forest School sessions make Abercromby stand out from other Nursery Schools and I really value the experiences our daughters had here, which isn't a given in many city nurseries.....all staff working with the children are just wonderful and caring, experienced but not complacent.... Abercromby is a gem..... Also Tapestry is fantastic. I wish I had entered more entries. Maybe you can encourage parents to upload more regularly? Beatlife and PE with Martin are amazing opportunities too. (Maryama and Nyah's mum)
- Excellent Nursery and fantastic learning and excellent staff (Bilal M's dad)
- Thank you for providing such a nurturing and caring environment for our kids. Andreas has grown in so many ways since joining the Nursery. He loves coming in and playing with his friends. All the staff are always so friendly and welcoming. (Andreas' mum)
- I am really thankful to all the staff in Abercromby Nursery School for their unlimited support and effort that's applied to help the kids go forward in the right way. Thanks so much for your well organised work. (Osman's dad)

- First of all I really appreciate all the efforts to kids. Thanks to that my kid was able to settle down with happiness to new surroundings and already had time to say good-bye. It'll be an unforgettable memory for all of our family members and we'll miss everybody in the place. (Daon's dad)
- Since our child has joined Abercromby her confidence has increased significantly and her learning attitude has also grown. We are so grateful with everything Abercromby does for both our child and our family. What would we do without you? Thank you so much for your constant support. (Nebeeha's dad)
- As soon as we visited Abercromby, we stopped looking at other nurseries. The outdoor space felt inviting and immersive and there is a seamless connection between indoor and outdoor play.... I love the friendly relaxed atmosphere at Abercromby. Every staff member has been welcoming, supportive, cheerful and shows love and concern towards the children. I feel Gilda is in safe hands at Abercromby.... I love the mix of countries, languages, backgrounds, cultures represented here at Abercromby.... I'm so pleased by the ethical chicks too... I like the emphasis on friendliness and helping peers and the community..... In conclusion I'm so glad our friend recommended Abercromby and that Gilda has had the chance that all kids should get – to play, play play in the beautifully structured/unstructured garden. Thanks! (Gilda's mum and dad)

CHILD COMMENTS

We felt it was very important to ask the children how they felt about the Nursery school, what they liked and what they didn't, what they thought we should do to improve it. This was done with a simple questionnaire with faces for the children to circle. They did this with their Keyperson and any comments were scribed.

Every single child, when asked how they felt about Abercromby, circled the Happy Face.

When asked why they liked Abercromby some said:

- It makes me happy.
- I like the swings.
- We have our garden.
- There's lots of friends.
- I get to play with my friends and they are so good at reading and writing.
- It's a happy place. I get to see my teacher.
- Because it's so happy.
- All of it makes me happy.
- It's so nice and everyone is kind to me.
- We have lots of fun, going on trips.
- There is a lot of things to do.
- Because of the garden, my friends and my teachers.
- It makes me happy and I love my teachers.
- I liked it when my mum, dad and sister took me here.

When asked what their favourite thing was some said:

- My friends and the block room. The outdoors.
- Playing with my friends. I like the snacks and going in the garden.

- The maths toys.
- My friends.
- Playing mermaids.
- The home corner, numbers.
- You can sing a song.
- Play with the blocks.
- The swing, dinners and Mandy.
- The screen and the iPads.
- Football and my friends.
- Playing with the home corner, paint, sand and outside.

When asked their ideas for something better, some said:

- To have chickens.
- Lots more blocks.
- Police officers.
- If it was like my school, lots of new people to play with.
- Nothing!
- Magic stones.
- Get a bouncy castle.
- If we could bring lots of toys from home, like Kinder Eggs.
- More pens, more balloons.
- Paw Patrol bikes.
- A sleep over.
- More milks – 2! 5 yoghurts.
- A paddling pool.
- Playing instruments every day.