

# ABERCROMBY NURSERY SCHOOL

## Development Plan

### Sept 2020 - July 2021



**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 2019-20 Evaluation for a full update on last year’s context, including the continuing challenges experienced by the school (along with everyone else) during the Covid-19 pandemic.
- The ongoing Covid-19 pandemic crisis, along with the Government’s aim to keep schools open for all children, has necessitated new ways of working e.g. in room bubbles, with areas of the garden fenced off for each bubble. See [Covid-19 Risk Assessment](#) for more details of this.
- Following on from the staffing review last academic year, Oak Tree room will have two part time teachers, Vicki Quigley working Monday to Wednesday and Laura Hutchison Wednesday to Friday, with both in on Wednesdays, enabling communication, essential for continuity between the start and end of the week.
- Fran Turner will continue as the full time teacher in Willow Tree, our room for rising 2-3s.
- During the pandemic lockdown from March onwards, following Government guidance, 2/3 of staff were not available for face to face work for a variety of reasons. Updated Government guidance means these have all now returned from 1<sup>st</sup> September.
- The other staff will continue in the rooms they were assigned to last academic year.
- Tamara Bennett will continue in the SENDCO role having successfully completed the National Award for SENCOs.

### SDP 2019-20

- Staff were given opportunity to reflect on and evaluate the SDP 2019-20, identifying progress towards actions and further areas for development.
- Parents were emailed a questionnaire in July, based on Ofsted’s Parentview but there was a very low return rate, compared to when paper copies are given out.
- Unfortunately, we could not get the children’s views as we have done in previous years.
- Some actions from the SDP 2019-20 were completed, but some actions were not yet begun or were not completed and so will be reviewed and if appropriate, rolled over to the new academic year.

### DATA 2019-20

- Progress data was collected in October and December as normal. Schools were then closed due to the pandemic from 23<sup>rd</sup> March. Data was collected for March; for the majority of children that was their last time in school, but this is not a full term’s progress from December.
- Staff are showing increasing confidence with observation, assessment and planning systems. Pupil Progress Profiles, progress meetings with the Head Teacher, and regular “exploring standards” meetings, help 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	March 2020
Nursery 2	13	55
Nursery 1	3	16

Cohort Average Points Score	Baseline	March 2020
Nursery 2	19.8	32.1
Nursery 1	19.0	26.4

- The weakest aspects of learning for our N2 cohort were CL-Speaking, UW-People and Communities, Lit-Reading, UW – The World
- For our N1 cohort they were CL-Speaking, Maths-Number, Maths-Shape, Space and Measures
- The biggest factor affecting progress continues to be that many children are at beginner stages of learning English. Around 70% of our children last year had 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 where they learn to speak English.
- The above aspects 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 the start of the year in most of these weaker aspects, as illustrated below:

Nursery 2 Cohort Aspect of Learning	September 2019		March 2020	
	% of Children at typical development	Average Point Score	% of Children at typical development	Average Point Score
CL-Speaking	50%	1.46	63%	1.73
UW-Peoples and Communities	50%	1.54	65%	1.75
Lit-Reading	68%	1.66	67%	1.69
UW-The World	50%	1.44	69%	1.82

- The one aspect where children don't appear to have made accelerated progress during this time is Lit-Reading. Many children with EAL tend to make accelerated progress in the Summer term as their ability in English improves and of course the school was then closed.
- Our Early Years Pupil Premium children outperform the rest of the cohort. When we look at who these 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. Focus on English language acquisition for all but especially children with EAL by continuing to embed the URLEY approach, Signalong, Talk4Writing, and working to improve adult: child interactions overall.
2. Continue to develop our Provision for Lit-Reading, as highlighted through the URLEY baseline and from our data.
3. After 4 challenging years for the school and ongoing challenges due to the Covid-19 pandemic, review our strategies, policies and procedures, to support staff and child wellbeing and good mental health.

## 1. QUALITY OF EDUCATION

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
Staff continue to develop their knowledge, understanding and skill in various strategies to support children's language acquisition, to use as tools in a toolbox.	<p>LANGUAGE DEVELOPMENT (links into child: adult interactions below)</p> <ol style="list-style-type: none"> <li>1. Revisit URLEY approach – being Language magnets, radiators and conversationalists –disseminated in staff meetings and embedded into practice.</li> <li>2. Use TROLL language screening tool at start of every term,</li> <li>3. Use URLEY selected scales from ECERS-3, ECERS-E, SSTEW to evaluate and identify AoD.</li> <li>4. Peer observations identify strengths, progress and AoD.</li> <li>5. Staff to continue to use Signalong as part of their everyday practice e.g. weekly signs identified in planning.</li> <li>6. Communicate sign of the week via Tapestry, Facebook and Twitter</li> <li>7. Revisit Blank Level Questioning and Barrier Games.</li> <li>8. Work towards gaining Speech and Language Quality Mark, (launched September 2019).</li> </ol>	All room based staff	Ongoing	<p>Supply costs for time to monitor.</p> <p>Buy subscription to Signalong so ready access to signs</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>
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"> <li>1. Continue to look at effective interactions e.g. using the Ofsted definition for Early Years.</li> <li>2. Use of SSTEW scales to identify clear areas of improvement.</li> <li>3. Training in staff meetings, looking at case studies, video clips online and of our own staff interactions with children.</li> <li>4. Continue to use peer observations, supporting staff to become increasingly</li> </ol>	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.

	open and reflective together about their own practice.					
Continue to develop the Outdoor area, currently divided into the two bubbles, so children make progress in all 7 areas of learning. Staff	<p><b>OUTDOOR LEARNING</b></p> <ol style="list-style-type: none"> <li>1. Recognise the importance of being outside for children and staff mental health and well-being.</li> <li>2. Audit provision for outside to identify strengths and AoD.</li> <li>3. Continue to develop the Outside areas with staff members taking responsibility for different areas, organizing and resourcing them.</li> <li>4. SLT to monitor children's engagement and learning</li> <li>5. Ensure children and staff have suitable clothing for all weathers.</li> <li>6. Develop further opportunities for taking learning outside across all 7 areas, with planned activities suitable for each age and ability.</li> </ol>	All staff	Ongoing through the year	£1,000 for new resources from the BSM line	HT	Children's mental health, well-being and involvement improve. Children make good progress from starting points in all areas.
Staff prioritise reading. Children develop a love of books and stories, supporting their language and literacy development.	<p><b>BOOKS AND READING</b></p> <ol style="list-style-type: none"> <li>1. Each room to have an exciting and well resourced, enclosed and comfortable book area.</li> <li>2. Selected books to be placed outside every day (weather permitting).</li> <li>3. ECERS-3 and ECERS-E book and reading scales used to identify best practice and AoD.</li> <li>3. Books and props are rotated regularly to maintain interest.</li> <li>4. Staff make it a priority to read with each of their Keychildren every week.</li> <li>5. Children choose book to take home and share with their families weekly from Story Sofa library.</li> </ol>	All room staff	Ongoing through the year	New books bought from Madeleine Lindley - £1500 on account	Teachers and HT	Children are seen using books independently. Children retell favourite stories. Children's vocabulary, morphology and syntax improve.
Staff become increasingly confident with the T4W approach. Children develop oracy	<p><b>TALK 4 WRITING</b></p> <ol style="list-style-type: none"> <li>1. FT, as SLT member for Literacy, to write updated action plan to outline how the T4W approach will be adopted as</li> </ol>	Fran Turner	To be revisited each term Action Plan	Supply Cover as needed @£140/day.	HT and governors	Children are observed retelling focus stories and

and a love of stories, through learning stories and rhymes off by heart	part of our daily practice in both rooms. 2. Staff Meetings led by FT on T4W approach 3. FT to develop T4W in Willow Tree and to team teach in Oak Tree to support staff to deliver T4W there.		written Oct	Resources bought out of BSM		rhymes. Children's oracy increases
Staff confidence in supporting mathematical development grows. Children's natural fascination with mathematics is nurtured, enhancing their learning.	MATHEMATICS LEARNING 1. LH, as SLT member responsible for Mathematics, to use the Maths elements of ECERS-R and ECERS-E to monitor provision. 2. Clear Areas of Development (AoD) are identified from the scales. 3. LH to write updated Action Plan to address AoD. 4. Access Maths specific training for EY e.g. DGT Maths training	Laura Hutchison	ECERS carried out Oct. Action Plan written after	Supply Cover as needed for reviews @£140/day. 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
To staff to be trained and empowered to deliver woodwork sessions to our children. Children have regular access to woodwork supporting their holistic development across all areas.	INTRODUCE WOODWORK 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, benches and resources identified and bought. 4. Woodwork introduced and modelled to children and becomes core part of curriculum offer.	All room based staff	INSET DAY 23 <sup>rd</sup> October	Cost of training £950 and resources, bench, tools etc to be bought from EYPP – allow £1,000	HT and Governors	Children develop engagement, focus and concentration, improve well being along with improved fine motor skills, supporting writing.
For children to be more involved in their next steps, learning to see themselves as learners, developing a growth mindset. Families	SUPPORTING CHILDREN'S METACOGNTION 1. Focus Observation (FO) 1 per term, rather than every half term. 2. Key people to share observations with their children once done, identifying the learning taking place. 3. Key people to share FO with families, encouraging them to access Tapestry themselves and support next steps for learning.	All Keypersons	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. Explore new ways of documenting children's learning with visible learning stories					
To identify new ways of doing family consultations during the Covid-19 pandemic so families are involved in their child's education.	<p><b>WORKING WITH FAMILIES</b></p> <p>1. Support as many families as can to access Tapestry</p> <p>2. Key people to encourage dialogue around children's learning on Tapestry</p> <p>3. Rather than have "stand alone" family consultation days, key people will continually feedback to families about children's progress and next steps</p> <p>3. Identify those families who can't access Tapestry e.g. because they don't have Internet and invite them in to look over their child's journal using a school device.</p>	All Key people and HT	Ongoing through the year		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.
For staff to plan and prepare for times when children will need support for learning at home	<p><b>PROVIDE A REMOTE LEARNING OFFER IN CASE OF FULL OR PARTIAL SCHOOL CLOSURE</b></p> <p>1. Survey families as to what they found/would find most helpful</p> <p>2. Develop our Remote Learning Plan, mainly based on providing ideas through Tapestry</p> <p>3. Identify those families who struggle with accessing Tapestry and provide paper packs to support home learning.</p> <p>4. If funding available, look at buying e.g. laptops and mobile internet to support families with no internet access.</p>	All key people SLT HT	September 2020 Ongoing		HT SLT Governors	Children will continue to learn at home, with families supported with ideas provided by their teachers and key people.

## **2. BEHAVIOUR AND ATTITUDES**

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
<p>For staff to increase their understanding of why children behave in different ways e.g. attachment issues, ACES.</p> <p>For all staff to deal consistently with children who display challenging and difficult behaviours.</p>	<p>DEVELOP WHOLE SCHOOL APPROACH TO MANAGING BEHAVIOUR</p> <ol style="list-style-type: none"> <li>1. VQ to research new Behaviour policy</li> <li>2. Look at draft Behaviour Policy with all staff and co-produce final version</li> <li>3. Implement policy and monitor to ensure consistency</li> <li>4. Access further training on Attachment and ACES for staff to support their understanding.</li> </ol>	<p>VQ as PSED lead</p> <p>All staff INSET day 1<sup>st</sup> Sept</p>	<p>September 2020 Ongoing</p>		<p>HT Governors</p>	<p>Children's behaviour is understood, leading to timely support. Children develop in their ability to self regulate and learn how behave appropriately.</p>
<p>To evaluate the well-being and involvement of all our children, identifying those children who may need extra help and providing appropriate support.</p>	<p>DEVELOP USE OF LEUVEN SCALES</p> <ol style="list-style-type: none"> <li>1. Key persons to screen their children at the start of each term, identifying vulnerable children, who are low on the Leuven well-being and involvement scales.</li> <li>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.</li> </ol>	<p>Key persons</p>	<p>Ongoing</p>	<p>Key person time</p>	<p>Class teachers HT</p>	<p>Children who are at risk of low well being and involvement are quickly identified and supported. Well being and involvement improve through the year.</p>
<p>To help children develop their understanding of their different emotions, identifying what they are feeling and learning to cope with them, developing self-regulation.</p>	<p>EMOTIONAL LITERACY</p> <ol style="list-style-type: none"> <li>1. Develop staff understanding of supporting emotional literacy.</li> <li>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</li> </ol>	<p>HT</p>	<p>Autumn Term</p>		<p>Class teachers HT</p>	<p>Children learn to identify what and how they are feeling, and are supported to manage their emotions leading to better mental health.</p>



### **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.	<p><b>STRENGTHEN KEY PERSON ROLE</b></p> <ol style="list-style-type: none"> <li>1. Returning children assigned to new key persons, who introduce themselves to their new families by sending out a card with their photo.</li> <li>2. Key people carry out the “getting to know you” Nursery visit for each new child and welcome each family when the child begins Nursery.</li> <li>3. Key person display outside each room, and info also on the info TV.</li> <li>4. Key person to encourage families in dialogue about their children’s learning on Tapestry.</li> </ol>	Key persons	<p>Before September</p> <p>As each child begins</p>		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 fostering holistic development in all areas, but especially mental health and well-being.	<p><b>FOREST SCHOOL AND GARDENING</b></p> <ol style="list-style-type: none"> <li>1. LH to complete L3 FS leader training</li> <li>2. Develop more sessions for all ages of children including 2 year olds.</li> <li>3. Plan for progression so children who access Forest School as 2/3 year olds, develop their skills further as 4 year olds.</li> <li>3. Look to recruit more volunteers to help in our garden</li> </ol>	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 their cultural capital.
Continuing to be more intentional in celebrating our diverse school community, learning and sharing from each other.	<p><b>CELEBRATIONS</b></p> <ol style="list-style-type: none"> <li>1. Identify the different languages cultures and religions represented in our families this year 2019-20.</li> <li>2. Have a clear timeline of these special times celebrated by our families.</li> <li>3. Make sure each culture/religion</li> </ol>	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

	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.					appreciation and acceptance of different culture and religions.
Children develop their understanding of how to keep themselves happy, healthy and safe.	<b>SAFEGUARDING CURRICULUM</b> 1. Continue to develop 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 and others safe.
All stakeholders work together to review our provision, identifying AoD to improve our ECO practice	<b>WORK TOWARDS GAINING ECO SCHOOLS STATUS</b> 1. FT to involve all stakeholders through meetings, newsletters etc 2. Identify Eco schools standards and our AoD 3. Develop holistic approach through our curriculum	led by FT All staff	Begin September 2020 Ongoing		HT Governors	

#### **4. LEADERSHIP AND MANAGEMENT**

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
To lead the school through all the stress, anxiety and changes of COVID-19. To ensure that the HT, SLT and the governing body stay abreast of all changes, threats and advice in order for the school to remain as	<b>OPERATING IN THE COVID-19 PANDEMIC</b> 1. Keep up to date with government and LA advice and policies. 2. Ensure Covid-19 Risk Assessments are in place and updated as necessary. 3. Update website with COVID-19 information. 4. Make relevant logistical changes to school routines and procedures.	HT All staff Governors Families	September 2020 Ongoing		HT Governors	All stakeholders are aware of policies and procedures and follow them, keeping the risk of Coronavirus transmission

safe as possible for all stakeholders	<p>5. Communicate regularly with parents and carers including policies, procedures, risk assessments and agreements.</p> <p>6. Communicate regularly with staff including policies, procedures, risk assessments and agreements.</p>					as low as possible
Review and improve strategy, policies and procedures around mental health and wellbeing for adults and children in the Nursery.	<p><b>MENTAL HEALTH AND WELLBEING</b></p> <p>1. Commission Kate Moxley, MH and EY expert, for an external audit of working practices and policies.</p> <p>2. Implement and collate staff wellbeing questionnaire.</p> <p>3. Develop a mental health and wellbeing policy.</p> <p>4. Review and refine workload</p> <p>5. Follow up on staff wellbeing questionnaire.</p> <p>6. Ensure there are appropriate safe staff rest areas to promote wellbeing.</p> <p>7. Wellbeing support signposted.</p>	<p>HT</p> <p>All staff</p>	<p>Audit in Autumn term</p> <p>Ongoing</p>	@£995	HT Governors	Strategy, systems, policies and procedures in place to support the best possible mental health and well being.
Ensure arrangements for Safeguarding continue to be robust and protect the children in our care	<p><b>SAFEGUARDING</b></p> <p>1. SG team to attend annual refresher training.</p> <p>2. SG training/updates by DSL, as part of Staff Meeting to keep at forefront of mind</p> <p>3. Full staff team annual SG training</p>	<p>HT, VQ, LH</p> <p>All staff</p> <p>All staff</p>	<p>Ongoing through the year</p> <p>Half termly</p>	Refresher training part of SLA	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	<p><b>DEVELOP SENIOR LEADERSHIP TEAM (SLT)</b></p> <p>1. Minuted monthly meetings.</p> <p>2. SLT to develop knowledge and skill in taking on some monitoring systems e.g. Tapestry and ECERS, ITERS and SSTEW</p> <p>3. SLT take on responsibility for Areas of Learning in EYFS curriculum to drive improvement.</p>	<p>HT, VQ, LH, FT and KP</p>	<p>Ongoing through the year – at least monthly meetings</p> <p>Tapestry monitored termly</p> <p>Supervision</p>	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 impacting on

	4. Room Teachers to take on supervision of their room staff		s at least termly			school ethos and progress
--	---	--	-------------------	--	--	---------------------------