

ABERCROMBY NURSERY SCHOOL

Development Plan

Sept 2021 - July 2022





**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 2020-21 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 government have removed many of the restrictions that were in place to control the spread of Covid-19. There is a shorter [risk assessment](#) to keep our school community safe, and a [contingency plan](#), in case of an outbreak within the school.
- There are some changes to staffing. Oak Tree Room, for 3-5s, will continue to have two, part time teachers, Laura Hutchison (working Monday to Wednesday) and a new teacher, Ria Humphries (Wednesday to Friday), who joined the school in September. Both are in on Wednesdays, essential for communication and continuity between the start and end of the week.
- Some support staff have also changed rooms for their professional development. Mandy Corrigan has moved to Willow Tree Room for 2-3s and Tricia Jockins transferred to Oak Tree Room. Bev Taylor (lunch cover and extra support) has moved from Willow to Oak, to continue supporting a little girl with type 1 diabetes. Vicky Bromsgrove (lunch cover and extra support) has moved from Oak to Willow. A new L3 Nursery Officer, Sofia Pinchi, is joining Willow Tree Room.
- Tamara Bennett will continue in the SENDCO and Designated Safeguarding Lead roles.
- Fran Turner will take up the deputy Designated Safeguarding Lead role and Laura Hutchison will take on a deputy SENCO role.
- From September 2021 the revised EYFS became statutory. Staff received training on the changes and their implementation, during the last academic year, and this will continue.
- As one of the main aims of the revised EYFS is to reduce practitioner workload, we are introducing a new observation and assessment system, OPAL (Observation of Play and Learning), hosted online via Learning Journals.

SDP 2020-21

- Staff were given opportunity to reflect on and evaluate the SDP 2020-21, identifying progress towards actions and further areas for development.
- Parents were given a questionnaire in July, based on Ofsted's Parentview and there was a good return rate of 54%. The vast majority of responses were circled strongly agree or agree.
- The children were also encouraged to give their views on their nursery and ideas for making things better.
- Many actions from the SDP 2020-2021 were completed, including those rolled over from the previous academic year, but some were only partially achieved and may be continued if still appropriate.

DATA 2020-21

- Progress data collection points were reduced from 4 to 3 and took place in October, February and July.
- The school was closed to most pupils for 11 weeks from January, remaining open for vulnerable children and children of key workers.
- Children who were at home with their families were supported to take part in our remote education offer.
- The data table below continues to show the outstanding progress children make during their time at Abercromby, even if

some could not attend for a period of time in early 2021 when the school was only open to key worker/vulnerable children:

Cohort % working towards a Good Level of Development	Baseline	July 2021
Nursery 2	7	59
Nursery 1	7	27

Cohort Average Points Score	Baseline	July 2021
Nursery 2	18.2	31.8
Nursery 1	18.1	25.8

- The weakest aspects of learning for the N2 cohort were CL-Speaking, Lit-Writing, Lit-Reading, UW-The World
- For the N1 cohort they were CL-Speaking, CL-Understanding, Maths-Number, UW-Peoples and Communities
- 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 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 weakest aspects above are all very language dependent and so harder for children who have English as an Additional Language to show their learning 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 each of these weaker aspects, as illustrated below:

Nursery 2 Cohort Aspect of Learning	September 2020 % of Children at typical development Average Point Score		July 2021 % of Children at typical development Average Point Score	
CL-Speaking	41%	1.29	56%	1.68
Lit-Writing	63%	1.54	63%	1.66
Lit-Reading	51%	1.41	66%	1.66
UW-The World	46%	1.41	68%	1.78

- 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.

KEY PRIORITIES FOR SDP 2021-22:

1. Meet the requirements of the revised EYFS Statutory Framework
2. Introduce and embed the new OPAL assessment system
3. Review our provision for Mathematics, moving towards a Maths Mastery approach
4. Continue to review and embed our policies and strategies to support good mental health and wellbeing in staff and children.

1. QUALITY OF EDUCATION

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
Introduce and embed a new assessment system, which is less time consuming and onerous.	<p>ESTABLISH OPAL ASSESSMENT SYSTEM</p> <ol style="list-style-type: none"> 1. HT to attend and disseminate training from BEYA on OPAL/Learning Journals 2. Ensure all key people have an up to date iPad to use system 3. Staff to begin using OPAL from September 2021, supported by class teachers and HT 4. Regular monitoring – weekly at first to support all staff to get on track 5. Next steps for each child’s learning identified and fed into planning 6. Support families to access OPAL online on Learning Journals 7. Build in regular conversations and reviews with families as part of the OPAL process, rather than stand alone family consultation days 	<p>All staff</p> <p>office to help with getting families using Learning Journals</p>	<p>Initial training Summer 2021</p> <p>Ongoing training throughout Autumn 2021</p>	<p>cost of new iPads out of IT budget line</p> <p>Subscription to Learning Journals is £420 ex VAT</p>	<p>HT and Governors</p>	<p>Children’s level of development celebrated through clear milestones.</p> <p>Next steps for learning are identified and feed back into the planning.</p> <p>Families involved at every stage.</p>
Staff continue to develop their own expertise, knowledge, understanding and skill in various strategies to support children’s language acquisition, to use as tools in a toolbox.	<p>COMMUNICATION AND LANGUAGE</p> <ol style="list-style-type: none"> 1. Train for new staff RH and SP and existing staff to revisit URLEY principles 2. Use URLEY audit tools every half term to maintain momentum of good practice 3. Attend URLEY project group meetings to keep abreast of initiatives 3. Access Signalong training for those staff not trained and a refresher for trained staff. 4. Maintain focus on books and individual reading by monitoring use of 	<p>All staff</p>	<p>ongoing</p>	<p>Supply Cover as needed @£180/day</p>	<p>HT and Fran Turner</p>	<p>Children are supported to become confident communicators and English speakers, leading to improved outcomes in all areas of learning.</p>

	books and key people reading to key children. 5. Support families with workshops, Book-Home etc.					
Staff become increasingly confident with the T4W approach. Children develop their Oracy and imagination. They develop their ability to draw and write stories.	TALK 4 WRITING 1. Each room to choose half termly focus book/rhyme linked to theme and stage of learning in the room. 2. FT to mentor staff and team teach in Oak Tree to support staff to deliver T4W approach 3. Each room delivers T4W in an age appropriate way, building up skills in storytelling and drawing/mark making.	Fran Turner	To be revisited each term	Supply Cover as needed @£180/day. Resources bought out of BSM	HT and governors	Children are observed retelling focus stories - x6 by the end of the year. Children's Oracy increases. Children communicate through their drawing and writing
Staff confidence in supporting mathematical development grows. Children's natural fascination with mathematics is nurtured, enhancing their learning.	MATHEMATICS 1. Work with EY experts from NW Maths hubs and other schools who have implemented the Maths Mastery approach. 2. Use relevant ECERS-3, ECERS-e and ITERS scales to evaluate our Maths provision 3. LH to write Action Plan to address AoD. 4. Access Maths specific training for EY 5. Implement AoDs over the year, supported/monitored by Maths EY experts.	Laura Hutchison	ECERS carried out Oct. Action Plan written after INSET day 5 th Jan to be used for Maths training	Supply Cover as needed for reviews @£180/day. Resources bought out of BSM	HT and Governors	Children make better and progress and become confident mathematicians
To staff to be trained and empowered to deliver woodwork	WOODWORK 1. Use videos of last year's training as a refresher and for new staff	All room based staff	ongoing	Cost of extra staff needed to	HT and Governors	Children develop engagement,

sessions to our children. Children have regular access to woodwork supporting their holistic development across all areas.	2. Staff to work together to identify how best to introduce woodwork to children as part of our curriculum offer and develop this provision 3. Woodwork becomes core part of curriculum offer.			manage this e.g. DJ		focus and concentration, improve MHWB, improved fine motor skills, supporting writing.
To capture and develop our Abercromby curriculum overview	CURRICULUM 1. SLT work together on a “helicopter” overview of curriculum in each area of learning in their room, based on revised EYFS programmes. 2. SLT review this termly as a living document	SLT	Autumn term and then ongoing review	Supply Cover as needed @£180/day.	HT and Governors	Strategic planning appropriate for the age and stage of each child, enables them to make progress in each area

2. BEHAVIOUR AND ATTITUDES

Aim	Action	People	Timescale	Resources	Monitoring/Evaluation person	Outcomes
To evaluate the well-being and involvement of all our children, identifying those children who may need extra help and providing appropriate support.	LEUVEN SCALES 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 (WBI) scales. 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.	Key persons	Ongoing	Key person time	Class teachers HT	Children who are at risk of low WBI are quickly identified and supported. WBI improves through the year.
To help children develop their	CHILDREN'S MHWB AND EMOTIONAL LITERACY	HT	Autumn Term		Class teachers	Children learn to identify what

understanding of their different emotions, identifying what they are feeling and learning to cope with them, developing self-regulation.	<ol style="list-style-type: none"> 1. Teachers to attend EY ROAR training, to gain deeper understanding of all issues affecting child MHWB 2. Cascade ROAR to staff, increasing skill and knowledge of how to foster good emotional literacy and MHWB. 3. Each room to develop an emotionally rich provision, supporting children to identify and name the different emotions they may be feeling during a day, developing self-regulation and leading to improved behaviour 			<p>ROAR training is free</p> <p>Resources for rooms bought from BSM</p> <p>Supply Cover as needed @£180/day.</p>	HT	and how they are feeling, and are supported to manage their emotions leading to better mental health.
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3. PERSONAL DEVELOPMENT

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
More children access Forest School fostering holistic development in all areas, but especially mental health and well-being.	<p>FOREST SCHOOL AND GARDENING</p> <ol style="list-style-type: none"> 1. LH to complete L3 FS leader training 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. 4. Look to recruit more volunteers to help in our garden 	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 MHWB, developing their cultural capital.
All stakeholders work together to review our provision, identifying AoD to improve our ECO practice	<p>WORK TOWARDS GAINING GREEN FLAG ECO SCHOOLS STATUS</p> <ol style="list-style-type: none"> 1. FT to involve all stakeholders through meetings, newsletters etc 2. Identify Eco schools green flag standards and our AoD 	led by FT All staff	Begin September 2021 to gain accreditation in July 2022		HT Governors	Children and whole school community grows in its understanding of how to be more "green"

	3. Develop holistic approach through our curriculum					caring for our planet.
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4. LEADERSHIP AND MANAGEMENT

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
To continue to lead the school through the COVID-19 pandemic. 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 safe as possible for all stakeholders	<p>OPERATING IN THE COVID-19 PANDEMIC</p> <ol style="list-style-type: none"> 1. Keep up to date with government, PHE and LA advice and policies. 2. Ensure Covid-19 Risk Assessments are updated dynamically as necessary. 3. Develop a contingency/outbreak management plan 4. Update website with relevant COVID-19 information. 5. Make relevant logistical changes to school routines and procedures. 6. Communicate regularly with staff including policies, procedures, risk assessments and agreements. 7. Communicate regularly with parents and carers including policies, procedures, risk assessments and agreements. 	HT All staff Governors Families	September 2021 Ongoing	Resources bought as necessary using BSM line e.g. face masks	HT Governors	The school operates in the “new normal” landscape, remaining open and providing an education for our children
Implement any changes required from the revised EYFS, whilst continuing to build on the good practice in place already. Broad aims are to reduce practitioner workload and improve outcomes with a sharper focus on communication and literacy.	<p>REVISED EYFS</p> <ol style="list-style-type: none"> 1. Audit of statutory safeguarding and welfare requirements 2. Ongoing training for staff on revised EYFS e.g. on delivering new Oral Health requirements. 3. Change assessment system – see above for more details 4. Revisit and maintain momentum of URLEY project with the focus on Communication and Language and Literacy 	HT	Audit Sept 2021	Subscription to revised EYFS training on Kym Scott’s “Place to Learn” platform paid for by network.	HT Governors	Staff are confident in knowing how to deliver revised EYFS. Reduced workload, so more time with children and increased focus on Communicatio

				Oral health training booked for 13 th October		n and Language support better outcomes
Review and improve strategy, policies and procedures around mental health and wellbeing for adults and children in the Nursery.	<p>MENTAL HEALTH AND WELLBEING</p> <ol style="list-style-type: none"> 1. Develop a mental health and wellbeing policy for all 2. Train staff in ROAR approach – see above 3. Look at ways to improve staff MHWB, using findings from audit and staff consultation, easier now that staff no longer need to stay in separate bubbles, e.g. “Secret Angel” 	HT Fran Turner as MH lead	Audit in Autumn term Ongoing	Supply Cover as needed @£180/day.	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>SAFEGUARDING</p> <ol style="list-style-type: none"> 1. HT/DSL to attend annual refresher training. 2. new deputy DSL to attend full training and induction to school specific policies and procedures 3. Full staff team annual SG training 	HT, FT All staff	Ongoing through the year Half termly	Refresher training part of SLA Supply Cover as needed @£180/day.	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>DEVELOP SENIOR LEADERSHIP TEAM (SLT)</p> <ol style="list-style-type: none"> 1. At least monthly meetings. 2. SLT to develop knowledge and skill in taking on some monitoring systems e.g. Learning Journals and ECERS, ITERS and SSTEW 3. SLT responsible for Areas of Learning in EYFS curriculum to drive improvement. 4. SLT to work on a curriculum overview together – see above 5. Room Teachers to continue with supervision of their room staff 	HT, LH, FT, RH and KP	Ongoing through the year – at least monthly meetings Learning Journals monitored termly Supervision s half 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 impacting on school ethos and children’s progress

