

ABERCROMBY NURSERY SCHOOL

Development Plan

Sept 2023 - July 2024



**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 embodied 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 2022-23 Evaluation for a full update on last year's context.
- We had our long awaited Ofsted inspection in March; This was a full or graded inspection which judged us as Outstanding in all categories (from Good in 2016).
- We worked through the continuing challenges experienced due to further long term staff absence of a teacher and nursery officer.
- Significant funding hardship continues, especially for Maintained Nursery Schools. To mitigate against this, Tamara Bennett, Head Teacher, will continue to work 4 days a week. As Francesca Turner left the school in July, Laura Hutchison has now taken on the named Head Teacher role on the day the Head Teacher is not in, usually a Friday.
- There are further changes to staffing. Laura will be full time from September, leading Oak Tree room (3-4s). Ria will continue working 3 days per week and will move to being the teacher in charge of Willow Tree (2-3s).
- Some support staff are changing rooms for their professional development. Tricia Jockins will move to Willow Tree Room and Sofia Pinchi will transfer to Oak Tree Room. Vicky Bromsgrove will continue to cover the Nursery Officer role, for the member of staff who is absent long term.
- From January 2024 we will need a teacher in Willow Tree at the start of the week, as from then we will have funded 3 year olds, who need a teacher working with them all week, as per the statutory EYFS framework.
- The children attached to the SEND resource base are now in Oak Tree room and so Anna Yorke, the SEND resource base practitioner will be based there.
- We start the year with 1 in 4 children having SEND. We already had a very high number of children with SEND in Willow Tree last year, the majority of whom have moved to Oak Tree room. Two 2 year olds are joining Willow Tree with EHCPs already in place. Other children joining have also been identified as having SEND.
- From September 2023 we are operating with a revised Statutory EYFS Framework. We have examined any changes and will continue to ensure all requirements of the Statutory Framework are followed.

EVALUATION OF SDP 2022-23 (See full document)

- Staff were given opportunity to reflect on and evaluate the SDP 2022-23 using a questionnaire, identifying progress towards actions and further areas for development.
- All families were given a paper questionnaire modelled on the Ofsted Parentview survey. We had 15 replies from a possible total of around 80 families, 19%. All but one of every response circled to the questions were either "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 2022-2023 were completed thanks to the commitment and professionalism of staff.
- Our excellent practice was recognised in the Ofsted inspection.

DATA 2022-23

- Progress data collection points took place in October, February and July.
- This was the second year of using the assessment system, OP&L, hosted on the Learning Journals platform.
- The data table below continues to show the outstanding progress children make during their time at Abercromby:

Cohort % meeting their milestones (and so working towards a Good Level of Development)	October 2022	July 2023
Oak Tree Room (3-5 yrs)	40%	63%
Willow Tree Room (2-3 yrs)	32%	45%

- When children leave us to join a Reception class, 63% are on track to achieve a Good Level of Development (GLD) at the end of Reception. GLD for 2023 is 61.5% for Liverpool and 67.3% nationally.
- Although the progress looks less significant in Willow Tree, this is the room that has constant cohort changes as several new children are admitted every term. Looking at children individually, they made good progress with targeted support from their key person, and on review, many were now meeting some milestones they hadn't met during their Spotlight assessment, 2 months previously.
- Strongest aspects of learning for both rooms were Physical Development and Personal, Social and Emotional Development.
- The weakest aspects of learning for Oak Tree children were Communication and Language (73%) and Maths (81%)
- The weakest aspects of learning for Willow Tree children was Communication and Language (55%)
- The biggest factor affecting progress continues to be that many children are at beginner stages of learning English. Around 69% 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 demonstrate their learning in.
- However, staff worked very hard with their key children, planning for milestones not yet met and there was good progress from the start of the year in each of these weaker aspects, as illustrated below:

Oak Tree children	October 2022 % meeting milestones	July 2023 % meeting milestones
Communication and Language	70	73
Maths	58	81

Willow Tree children	October 2022 % meeting milestones	July 2023 % meeting milestones
Communication and Language	39	55

- Our Early Years Pupil Premium children usually do better than 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 2023-24:

1. Continue to develop our provision for Communication and Language
2. Continue to develop our practice for children with SEND
3. Continue to review and embed our policies and strategies to support self-regulation, good mental health and wellbeing in children, staff and families

Our School Development Plan takes note of the 5 priorities in the [Liverpool Education Improvement Plan](#), applicable to our setting.

1. Ensure the mental health and emotional wellbeing of children and young people are supported in order that they can flourish in their education
2. Ensure children and young people access a curriculum that allows them to acquire the necessary Oracy, fluency and comprehension in reading
3. Ensure educational establishments are inclusive so as to meet the needs of children and young people with SEND
4. Ensure Liverpool recruits, develops, supports and retains the best teachers and leaders
5. Ensure children and young people are equipped to engage in lifelong learning with clear pathways towards successful employment

1. QUALITY OF EDUCATION

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
Liverpool Education Priority 2 Staff continue to develop their own expertise, knowledge, understanding and skill in various strategies to screen	INTRODUCE AND USE WELLCOMM <ol style="list-style-type: none"> 1. All staff trained in using WellComm screening 2. All children screened termly by their key person - in Autumn 1, Spring 1 and Summer 1 3. Children scoring red and at risk of significant language delay (e.g. not developing in home language either) to 	Room Staff	training of staff in early Autumn Term Intervention	Supply Cover as needed @£180/day for teachers @£100/day for nursery officers.	HT and teachers	Staff grow in ability to identify and support children at risk of language delay, closing the gap, enabling

and support children's language acquisition, to use as tools in a toolbox.	<p>receive extra language support – using strategies from WellComm, Elklan or Derbyshire.</p> <ol style="list-style-type: none"> Referral to SALT will be actioned for these children as necessary Children scoring amber and at some risk of language delay to receive daily support from keyperson e.g. using URLEY principles and WellCom Big Book of ideas Develop weekly language groups for differing needs Look at gaining "Communication Friendly Status" 					improved outcomes.
<p>Liverpool Education Priority 2</p> <p>All staff trained and become increasingly confident with using Signalong to support language skills</p>	<p>SIGNALONG</p> <ol style="list-style-type: none"> Newer staff to complete initial Signalong training All staff to attend refresher Signalong training Signalong to be used daily and as part of everyday provision to support children's language 	Room staff	<p>asap a suitable trainer can be found.</p> <p>Use twilight or INSET day</p>	Resources bought out of BSM	SLT	Children's ability to communicate and Oracy developed.
<p>Liverpool Education Priority 3</p> <p>Staff continue to develop their knowledge and expertise in supporting children with SEND.</p>	<p>SEND</p> <ol style="list-style-type: none"> Continue to refine and outline processes for identifying and admitting children with SEND, putting them on SEND register, Play Plans, reviews, referrals etc Introduce the Social Communication and Play Journal (SCPJ) to track progress through small steps of learning Continue to develop our SEND resource provision offer and extend this to both rooms if possible Staff to visit other settings to increase understanding of pedagogy of working with children with ASC/SLD Continue to work with OSSME trust to develop all staff expertise in working with 	HT/ Senco	Train staff during INSET and Introduce SCPJ in Autumn Term	<p>Use BSM for SEND resources.</p> <p>OSSME outreach funded by Consortia</p>	HT and Governors	Children with SEND are identified at the earliest opportunity and given the appropriate support to help them learn and thrive.

	children with ASC e.g. staff training, coaching 6. Explore options for setting up a second SEND resource room 7. Staff to access further training e.g. using Creative Education platform					
Liverpool Education Priority 2 Obtain detailed analysis of provision and interactions, enabling targeted and specific improvements to be made.	USE OF RATING SCALES <ol style="list-style-type: none"> Teaching staff to carry out full ECERS/ITERS in rooms in Autumn Term and repeat in Summer Term SSTEW scales in Spring Term. MOVERS scale in Summer Term After each review, strengths and AoD identified and action plan written to improve provision and practice Monitor improvements using relevant items from the scales 	SLT	ECERS/ITERS Autumn Term SSTEW Spring Term MOVERS Summer Term	Supply Cover as needed @£180/day. Resources bought out of BSM	HT and Governors	Provision and interactions are improved, supporting enhanced outcomes.
Liverpool Education Priority 5 Staff develop their understanding of the sequencing of counting skills, to better support children's mathematical development	MATHEMATICS – SEQUENCING OF COUNTING <ol style="list-style-type: none"> Staff training on counting progression at September Early Years conference Training cascaded to all staff Review Maths curriculum maps and ensure counting knowledge skills are sequenced and feed appropriately into weekly planning Staff develop understanding of where their key children are in terms of counting progression and so can support them during Child Initiated Activities. 	All Staff	EYFS conference 1 st Sept. 2x staff meetings Autumn Term	Training and materials from Liverpool EYFS conf. – SquareEd	Maths lead HT and Governors	Children develop their number and counting skills preparing them for the next stage of their education
Liverpool Education Priority 1 and 2 Review and refine provision in Willow Tree to meet the learning needs of 2 and 3 year olds	DEVELOPING WILLOW TREE ROOM <ol style="list-style-type: none"> As Willow Tree room moves to morning and afternoon sessions, develop a routine to best meet the learning needs of the children Review provision using ITERS and ECERS scales 	Willow Tree staff	ongoing through the year. ITERS carried out in Autumn 1	Supply Cover as needed @£180/day for teachers @£100/day	Willow Tree Teacher and HT	Children experience provision and interactions which best meet their learning needs.

throughout the year.	<ol style="list-style-type: none"> 3. Opportunities for staff, some new to this age, to visit other 2 year old settings. 4. As the composition of the room changes through the year and the number of 3 year olds increases, continue to adjust the provision to meet the needs of children. 		ECERS carried out in Spring 2	for nursery officers.		
Liverpool Education Priority 2 Now that we no longer have external support, take ownership of our garden, identify and plan how best to develop and use it	OUTDOOR LEARNING <ol style="list-style-type: none"> 1. Continue to plan out the garden year month by month, identifying tasks to be done in each month, children and staff working together 2. Link planning into overarching Curriculum Maps 3. Involve children in tasks such as harvesting, clearing, planting, watering etc 4. Dave Ball (gardener) to undertake any larger jobs 5. Recruit volunteers from our school and local community to help 	All Staff	Ongoing through the year	Resources e.g. seeds, plants, tools etc bought from BSM	HT and Governors	Children access excellent opportunities for learning outdoors, leading to improved outcomes in all areas.

2. BEHAVIOUR AND ATTITUDES

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
Liverpool Education Priority 1 To help staff develop their understanding of ACES and how to support children who may be experiencing them.	ADVERSE CHILDHOOD EXPERIENCES (ACES) AND BEHAVIOUR <ol style="list-style-type: none"> 1. All room staff to attend training on ACES facilitated by Jenny Knock 2. Review and refine Behaviour Policy after ACES training after Positive Handling training (June 23) 3. Support staff to implement strategies e.g. discuss case studies in staff meetings 	All staff	ACES INSET day 8 th January 2024	ACES training paid for by DGT network	HT and Governors	Children with ACES and who need support with their behaviour are given the help they need in order to thrive and learn.

	4. Introduce Behaviour Play Plans as needed					
<p>Liverpool Education Priority 1</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>CHILDREN'S SELF REGULATION, MHWB AND EMOTIONAL LITERACY</p> <ol style="list-style-type: none"> 1. ZoR introduced in May 2023. 2. Continue to develop understanding of self regulation e.g. Zones of Regulation 3. Staff grow in understanding of self regulation and how to support their children 4. Identify and implement self regulation strategies in an age appropriate way in each room 5. Each room to develop an emotionally rich provision, supporting children to identify and name the different emotions/ZoR they may be feeling during a day, developing self-regulation and leading to improved behaviour 6. ZoR Workshops for families to support their understanding of their children's behaviour 	<p>All staff</p> <p>led by HT and other staff</p>	<p>Staff Meetings</p> <p>Autumn 2</p>	<p>ZoR book from Amazon £60</p> <p>Supply Cover as needed @£180/day @£100/day for nursery officers.</p>	<p>HT and Governors</p>	<p>Children learn to identify what and how they are feeling, and are supported to manage their emotions leading to better self regulation and mental health.</p>

3. PERSONAL DEVELOPMENT

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
<p>Liverpool Education Priority 1</p> <p>All rising 4 children access Forest School fostering holistic development in all areas, but especially</p>	<p>FOREST SCHOOL AND GARDENING</p> <ol style="list-style-type: none"> 1. LH to complete L3 FS leader training 2. Train up another member of staff as FS leader 3. LH TJ continue to develop FS Curriculum 4. Develop whole school FS days 	TJ, LH, VB	Ongoing through the year	<p>LH Training paid for 2018-9</p> <p>New training costs £895</p>	HT and Governors	Forest School sessions and gardening impacts on children's holistic personal development,

mental health and well-being.	5. Look to recruit more volunteers to help with FS and in our garden			Cost of training and covering staff to run FS to come from EYPP		learning and MHWB, developing their cultural capital.
Liverpool Education Priority 1 To introduce a school dog into our school community, so children develop confidence around animals and empathy. This will also support their MHWB.	SCHOOL DOG <ol style="list-style-type: none"> 1. School Dog to come in to school more frequently e.g. 2-3x per week 2. Review appropriate paperwork e.g. policy and risk assessment 3. Train staff in managing school dog 4. School Dog visits become part of the curriculum and children given opportunities to care for him and enjoy his company, caring for him, taking him for walks accompanied by staff and doing simple training with him 	HT and other staff	Ongoing through the year	Dog is HT's own dog; HT will bear all costs apart from public liability insurance ~£200	HT Governors	Children's mental health improves and they grow in their understanding of how to behave with dogs, developing responsibility

4. LEADERSHIP AND MANAGEMENT

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
Ensure arrangements for Safeguarding continue to be robust and protect the children in our care	SAFEGUARDING <ol style="list-style-type: none"> 1. HT/DSL to attend HT SG briefing and annual refresher training. 2. Make a SG action plan of any actions needed following training 3. Full staff team annual SG training on e.g. KCSiE 2023 and 	HT, LH All staff Governors	Ongoing through the year Half termly	Refresher training part of SLA Supply Cover as needed @£180/day.	HT SG Governor Governors	Making sure we are "getting the basics right, and moving onto best practice" Children are protected from

	ongoing training through the year appropriate to our school context e.g. on Operation Encompass. 4. Annual full Governor SG training					harm at the earliest opportunity.
Continue to develop distributed leadership through role of SLT	DEVELOP SENIOR LEADERSHIP TEAM (SLT) 1. Reorganisation of roles due to new shape of SLT 2. Monthly meetings to celebrate, work on SDP, problem solve 3. SLT to develop knowledge and skill in taking on ECERS, ITTERS, SSTEWS and MOVERS 4. SLT responsible for Areas of Learning in EYFS curriculum to drive improvement. 5. SLT to work on reviewing curriculum maps 6. Room Teachers to continue with supervision of their room staff, monitoring of Learning Journals	HT, LH, 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
Liverpool Education Priority 4 Develop role and responsibilities of named HT, increasing leadership capacity	DEVELOP NAMED HEAD TEACHER ROLE 1. Identify suitable training to raise knowledge, attributes and skill (NPQEYL) 2. Identify aspects of school leadership to be taken on e.g. planners and extra cover list. 3. Weekly KIT meeting, coaching	LH and HT	NPQEYL to begin Autumn 2022	fully funded course, largely completed in own time Supply Cover as needed @£180/day	HT and Governors	Named HT develops confidence and leadership skills, ensuring smooth running of the school on the day the HT is not in
Liverpool Education Priority 1 and 3 Review, amend and celebrate our whole school approach to inclusion.	ACHIEVE INCLUSION QUALITY MARK 1. As a staff team work through each section to be assessed, highlighting where and how we are meeting the standards.	HT with all staff	Begin in Nov INSET and ongoing in staff meetings	Cost of gaining IQM funded by the LA	HT and Governors	All children and families are welcomed and valued, regardless of background

	2. Identify strengths and any areas to develop 3. Go through assessment day in Spring/Summer 2024					and/or need; they are given everything they need to thrive and learn
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