

ABERCROMBY NURSERY SCHOOL

Development Plan

Sept 2024 - July 2025





**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".

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all friends at Abercromby

believe in yourself

everybody is important

rules to keep us safe and happy

children help to choose

reach out to all

our choices matter

make a difference

be kind and helpful

your voice counts



CONTEXT

- See SDP 2023-24 Evaluation for a full update on last year's context.
- We worked through the continuing operational challenges experienced due to further long term staff absence, also affecting our budget.
- 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. Laura Hutchison has taken on the named Head Teacher role on the day the Head Teacher is not in, usually a Friday.
- The room staff will stay largely the same for this year, to help consolidate good practice.
- We already had a very high number of children with SEND last year; many have moved from Willow Tree to Oak Tree room. New starters have also been identified as having SEND, so we start the year with 19 having SEND, 25%. However, we have another 8 on our monitoring list.
- We now have funding for 2x SEND resource bases, one attached to Oak Tree room and one attached to Willow Tree room each taking 4x part time children. We were fortunate to be able to recruit 2 excellent staff who had been with us on agency all last year, to work in each base.
- The Head Teacher, Tamara Bennett will be retiring at the end of December and the Governors are in the process of recruiting for a new Head Teacher to be in post from 1st January 2025.

EVALUATION OF SDP 2023-24 (See full document)

- Staff were given opportunity to reflect on and evaluate the SDP 2023-24 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 36 replies from a possible total of around 90 families, 40%. The vast majority of responses circled to all 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 2023-2024 were completed thanks to the commitment and professionalism of staff, and their desire to continually improve to make things better for our children.

DATA 2023-24

- Progress data collection points took place in October, February and July.
- This was the third year of using the assessment system, OP&L, hosted on the Learning Journals platform.
- We also began to use WellComm to assess children's language development.

- We continue to use the Leuven Scales of Well Being and Involvement to assess children’s MHWB
- Children continues to make outstanding progress during their time at Abercromby, even with the high percentage of children with SEND and EAL, although this is more easily seen at an individual child level, where children who were not meeting many milestones as they joined, leave Abercromby meeting most if not all developmental milestones.

Cohort % meeting their milestones (and so working towards a Good Level of Development)	October 2023	July 2024
Oak Tree Room (3-5 yrs)	44%	51%
Willow Tree Room (2-3 yrs)	38%	37%

- When children leave us to join a Reception class, 51% are on track to achieve a Good Level of Development (GLD) at the end of Reception. GLD for 2023 was 61.5% for Liverpool and 67.2% nationally.
- Although the progress looks like it has gone down in Willow Tree, this is the room that has constant cohort changes as several new children are admitted every term. We also admitted many children with SEND through the year and the percentage of children with SEND went up from 21% in October 2023 to 35% in July 2024. 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.

Oak Tree children	October 2023 % meeting milestones	July 2024 % meeting milestones
Communication and Language	63	67
Maths	66	69
Literacy	76	69

Willow Tree children	October 2023 % meeting milestones	July 2024 % meeting milestones
Communication and Language	45	50
Personal Emotional and Social Development	72	59

- Strongest aspects of learning for both rooms included Physical Development, the least language dependent area.
- The weakest aspects of learning for Oak Tree children were Communication and Language (67%) and Maths (69%) and Literacy (69%)
- The weakest aspects of learning for Willow Tree children was Communication and Language (50%) and Personal, Social and Emotional Development (59%)

- The biggest factor affecting progress continues to be that many children are at beginner stages of learning English. Around 60% of our children last year had English as an additional language.
- Many of these children 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, as always, staff worked very hard with the children, supporting children's language development, planning for milestones not yet met and there was good progress from the start of the year in many of these weaker aspects, as illustrated below
- See full data set for more exploration of results.
- 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 2024-25:

1. Continue to review and develop our provision for Communication, Language and Literacy
2. Continue to refine our awareness of all the factors that can affect children's MHWB, including developing secure attachments and gain the Attachment and Trauma Sensitive Schools Award
3. Continue to review and develop our practice for children with SEND
4. Recruit a new Head Teacher and enable a smooth transition of leadership.

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
<p>Liverpool Education Priority 2 Staff continue to develop their own expertise, knowledge, understanding and skill in using books to develop children's language and a love of books</p>	<p>REVIEW OUR PROVISION FOR LITERACY</p> <ol style="list-style-type: none"> 1. Use audit tools from SIL EY Reading toolkit, along with ECERS/ITERS scales, with staff to evaluate physical provision and staff efficacy 2. Identify strengths and AoD 3. Produce Action Plan for each room to identify how to improve 4. Use peer support e.g. coaching how to make reading more engaging for children with those less confident 5. Re use audit tools to measure impact. 	LH as Literacy lead	Begin audits in Autumn Term	<p>SIL EY Reading toolkit</p> <p>Any new books etc. to be bought using BSM or account at Madeline Lindley</p>	HT	All staff are reflective about how they share books and each room develops their practice with sharing books so all children develop a love of books and stories
<p>Liverpool Education Priority 2 Staff continue to develop their own expertise, knowledge, understanding and skill in various strategies to screen and support children's language acquisition, to use as tools in a toolbox.</p>	<p>DEVELOP USE OF WELLCOMM</p> <ol style="list-style-type: none"> 1. All children screened termly by their key person and results entered on online portal 2. Children scoring red and at risk of significant language delay (e.g. not developing in home language either) to receive extra language support – using strategies from WellComm, Elklan or Derbyshire. 3. Referral to NHS SALT and MAST will be actioned for these children as necessary 4. 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 5. Continue to develop weekly language groups, led by room staff for differing needs as appropriate 	Room Staff	<p>Oak screening in Autumn 1, Spring 1 and Summer 1</p> <p>Willow screening in Autumn 2, Spring 2, Summer 2.</p>	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 improved outcomes.

<p>Liverpool Education Priority 3 Staff continue to develop their knowledge and expertise in supporting children with SEND.</p>	<p>SEND</p> <ol style="list-style-type: none"> 1. Further develop the use of the Social Communication and Play Journal (SCPJ) to identify SMART targets and track progress through small steps of learning 2. Continue to develop our SEND resource provision offer now that it has doubled and each class has its own base 3. Staff to visit other settings to increase understanding of pedagogy of working with children with ASC/SLD 4. Continue to work with OSSME trust, NHS SALT, MAST etc to develop all staff expertise in working with children with ASC e.g. staff training, coaching 5. Staff to access further SEND training e.g. using Dingley's Promise platform 	<p>HT/ SENCO</p>	<p>Second SEND Resource Base starting from Sept 2025</p>	<p>Use BSM for SEND resources.</p> <p>OSSME outreach funded by Consortia</p>	<p>HT and Governors</p>	<p>Children with SEND are identified at the earliest opportunity and given the appropriate support to help them learn and thrive.</p>
<p>Liverpool Education Priority 2 Obtain detailed analysis of provision and interactions, enabling targeted and specific improvements to be made.</p>	<p>USE OF RATING SCALES</p> <ol style="list-style-type: none"> 1. Teaching staff to carry out full ECERS/ITERS in rooms in Autumn Term and repeat in Summer Term 2. SSTEW scales in Spring Term. 3. MOVERS scale in Summer Term 4. After each review, strengths and AoD identified and action plan written to improve provision and practice 5. Monitor improvements using relevant items from the scales 	<p>SLT</p>	<p>ECERS/ ITERS Autumn Term</p> <p>SSTEW Spring Term</p> <p>MOVERS Summer Term</p>	<p>Supply Cover as needed @£180/day.</p> <p>Resources bought out of BSM</p>	<p>HT and Governors</p>	<p>Provision and interactions are improved, supporting enhanced outcomes.</p>
<p>Liverpool Education Priority 5 Staff develop their understanding of the sequencing of counting skills, to better support children's</p>	<p>MATHEMATICS – SEQUENCING OF COUNTING</p> <ol style="list-style-type: none"> 1. Staff training on counting progression at September 2023 Early Years conference 2. Training cascaded to all staff 3. Review Maths curriculum maps and ensure counting knowledge skills are sequenced and feed appropriately into weekly planning 	<p>All Staff</p>	<p>EYFS conference 1st Sept 2023.</p> <p>2x staff meetings</p>	<p>Training and materials from Liverpool EYFS conf. – SquareEd</p>	<p>Maths lead HT and Governors</p>	<p>Children develop their number and counting skills preparing them for the next stage of their education</p>

mathematical development	4. Staff develop understanding of where their key children are in terms of counting progression and so can support them during Child Initiated Activities.		Autumn Term			
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2. BEHAVIOUR AND ATTITUDES

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
Liverpool Education Priority 1 To provide a welcoming, warm and safe environment where all children can flourish and be understood	GAIN THE ATTACHMENT AND TRAUMA SENSITIVE SCHOOLS AWARD (ATSSA) - BRONZE <ol style="list-style-type: none"> Staff to review training received so far on ACES and Attachment Review and refine policies e.g. Behaviour Policy Staff to work through audit tool identifying strengths and AOD Produce Action Plan and work together on areas to develop 	All staff	Carry out audit during Autumn Term 2024. Look at going through assessment process from Dec2024	Cost of £300 from training budget	HT and Governors	Abercromby continues to develop best practice in supporting our children and families to feel safe and happy in our school and that they belong

3. PERSONAL DEVELOPMENT

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
Liverpool Education Priority 1	FOREST SCHOOL AND GARDENING <ol style="list-style-type: none"> LH to complete L3 FS leader training Train up another member of staff as FS leader 	HT, TJ, LH, VB	Ongoing through the year	LH Training paid for 2018-9	HT and Governors	Forest School sessions and gardening

All rising 4 children access Forest School fostering holistic development in all areas, but especially mental health and well-being.	<ol style="list-style-type: none"> 3. LH TJ VB continue to develop FS Curriculum 4. Develop whole school FS days 5. Work with Dave Ball, gardner to identify how he can further support us with bigger jobs in the garden. 6. Look to recruit more volunteers to help with FS and in our garden 			<p>New training costs £895</p> <p>Cost of training and covering staff to run FS to come from EYPP</p>		impacts on children’s holistic personal development, learning and MHWB, developing their cultural capital.
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4. LEADERSHIP AND MANAGEMENT

Aim	Action	People	Timescale	Resources	Monitoring/ Evaluation person	Outcomes
<p>Liverpool Education Priority 4</p> <p>Recruit and prepare a new HT to lead the school from January 2025</p>	<p>RECRUIT NEW HEAD TEACHER</p> <ol style="list-style-type: none"> 1. Governors to advertise for and recruit a new Head Teacher to be in post from 1st January 2025, following safer recruitment policy and procedures. 2. new HT to spend time in school getting to know children, families and staff 3. new HT to have time with outgoing HT, exploring school systems and procedures, to enable a smooth transition 4. new HT to receive training and support as needed e.g. with finance, HR, governance etc. through our SLAs, other MNS HTs and the DGHT HTs network 	Governin g Body	<p>Recruitment of new HT to be completed by end Oct 24</p> <p>new HT to have transition days in Nov-Dec 24</p>	Abercromby to pay for supply cover as needed @£180/day	HT and Governors	New HT develops knowledge of the school and systems, confidence and leadership skills, developing relationships with children, families and staff, ensuring smooth transition of leadership in January.
Ensure arrangements for Safeguarding continue to be robust	<p>SAFEGUARDING</p> <ol style="list-style-type: none"> 1. HT/DSL to attend HT SG briefing and annual refresher training. 	HT,	Ongoing through the year	Refresher training part of SLA	HT SG Governor Governors	Making sure we are “getting the basics right, and

and protect the children in our care	<ol style="list-style-type: none"> 2. Make a SG action plan of any actions needed following training 3. Full staff team annual SG training on e.g. KCSiE 2024 and ongoing training through the year appropriate to our school context e.g. on Operation Encompass. 4. Annual full Governor SG training 	LH All staff Governors	Half termly	Supply Cover as needed @£180/day.		moving onto best practice” Children are protected from harm at the earliest opportunity.
Continue to develop distributed leadership through role of SLT	<p>DEVELOP SENIOR LEADERSHIP TEAM (SLT)</p> <ol style="list-style-type: none"> 1. Reorganisation of roles due to new HT 2. Monthly meetings to celebrate, work on SDP, problem solve 3. SLT to develop knowledge and skill in taking on ECERS, ITERS, SSTEW and MOVERS 4. SLT responsible for Areas of Learning in EYFS curriculum to drive improvement. 5. SLT to continue 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 Supervisions 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