

School Development Plan

Nell Gwynn Nursery

Autumn 2019 – Autumn 2020

Process and Aims

The main body of this School Development Plan will run from the beginning of the Autumn Term 2019 until the beginning of the Autumn term 2020. The School Development Plan links with the School Self Evaluation.

The purpose of this School Development Plan is to review and evaluate the work of the school, and so drive the key areas for school improvement over the coming year. Priorities are directed to raising achievement and embedding high standards in teaching and learning, supported by the effective use of the school budget.

Through these key areas for development our minimum expectation is that the majority of children will make three points of progress over three terms and achieve age related expectations. A significant proportion will make outstanding progress.

School Self Review and Evaluation

The outcomes of the school's self-evaluation and review are key in identifying the priorities for future development and support the school's priorities for improvement. The self-review and evaluation process at this school include the following:-

- Monitoring of teaching and learning
- Peer to Peer school reviews
- LA School Improvement visits from consultant and advisor
- Pupil tracking, rigorous data analysis and the school's assessment procedures
- Regular parent consultations
- National priorities and initiatives
- Feedback/questionnaires from staff, parents, governors and children

Monitoring of the School's Development Plan

The School Development Plan, together with targets agreed through practitioner's appraisal cycle, will be monitored by the school's leadership team. It is also agreed and ratified by Governors

Aims of the School Development Plan

- To continue to raise standards of teaching and learning
- To set realistic objectives for our children and the school to raise achievement for all
- To focus on key priorities that will support the well being and development of our children
- To provide appropriate experiences and exploration to enable children to learn through a meaningful and play based environment
- To provide staff with appropriate resources and training to enable them to develop and build on their current practice and therefore teach more effectively
- To provide staff with opportunities to share ideas and good practice, particularly within the context of the Federation
- To provide good quality equipment, resources and experiences throughout the school ensuring quality and appropriate provision for all children and their individual development

Best Value Statement

All aspects of development are underpinned by principles of Best Value. We analyse all services purchased by the school in relation to the needs of all the pupils, the needs of the staff and the school community. We ensure that the school provides good value for money in terms of the children's needs and school development.

Key Priorities for Nell Gwynn Nursery School Autumn 2019 – Autumn 2020

The Key Priorities set out in the School Development Plan are linked to the School Evaluation Form (SEF) and framed within the Ofsted Framework

Ofsted Framework	2019 - 2020
1. Quality of Education	<p>1.1 Continue to provide and refine opportunities for children to apply their phonic skills in shared reading activities.</p> <p>1.2 Continue to provide and refine opportunities for families/carers to learn about strategies to develop early reading skills</p> <p>1.3 Review group time to ensure that a love of stories and the development of reading is at the core of our offer to children</p> <p>1.4 Review practice and provision to ensure all early mark making and writing opportunities are employed to maximise progress in this area of the curriculum.</p> <p>1.5 Examine practice and introduce further opportunities for children to hypothesise, experiment, observe and report on the world about them.</p> <p>1.6 Audit and refine the provision and delivery of the curriculum to ensure all children have equal access to all areas of the provision/curriculum to maximise equal opportunities for children.</p> <p>1.7 Audit and refine the use of language within the school to ensure the extinction of gender stereotypical language and commentary.</p>
2. Behaviour and Attitudes	<p>2.1 Develop emotional coaching within the school to ensure children develop the understanding and vocabulary to manage their emotions.</p> <p>2.2 Review and update Behaviour Policy to incorporate learning, techniques and practice from emotional coaching training</p>
3. Personal Development	<p>3.1 Staff to use all opportunities to work with families to encourage good attendance</p>
4. Leadership and Management	<p>4.1 Continue to develop leadership across the federation and within the school.</p> <p>4.2 Continue to develop research led initiatives within school and across the federation to drive forward improvements</p> <p>4.3 Continue to drive forward initiatives to improve the emotional, physical and mental health of children, families and staff</p>

DETAILS

Quality of Education						
Action	Lead Staff	Time scale	Resources Implication	Success Criteria	Monitoring arrangements	Impact and Evaluation
1.1 Continue to provide and refine opportunities for children to apply their phonic skills in shared reading opportunities	EHT Teaching staff	Ongoing from Autumn 1	EHT time LA consultant time Peer Review	Group time observations reveal all practitioners delivering group time provide regular appropriately differentiated opportunities for children to apply their phonic skills in shared reading opportunities.	EHT observations Shared observations with LA consultant Peer review	All children evidenced as making good progress and achieving/exceeding age related expectations in early reading
<p>Progress.</p> <ul style="list-style-type: none"> • Peer review scheduled of Wednesday 22nd January for “Deep Dive into reading” to be followed by Improvement Workshop the following week • 						
1.2 Continue to provide and refine opportunities for families/carers to learn about strategies to develop early reading skills	EHT Reading TLR holder	Ongoing from Autumn 1	EHT time TLR time Investment in books Teacher time in producing recording	Families able to support early reading development appropriately	Feedback from families/carers Including questionnaires	Children’s progress and achievement will be enhanced as parents become more confident at supporting child’s reading

Progress

September 2019

- **Book Trust packs have been ordered, delivered and shared so that all families have a high quality book in the home and details of how to support their child's reading development**
- **Book Share run over 3 days putting hundreds of books into family/carer homes not only for 2 – 5 year olds but for older children as well (siblings)**
- **Working in collaboration with Children's Centre and Peckham Library two sessions have been held at school to sign families up to Peckham Library. 2 further sessions booked for October in Book Week**
- **Core books have been replenished so that they are available in school lending library and classrooms**
- **Books on aspects of equality purchased to enhance school and classroom resources**
- **Staff recruiting parents to come into school to read books in home languages during Book Week**
- **TLR holder working with all classes to identify target families for workshops to support children's reading**
- **Low achieving families from Spanish speaking families to be targeted for separate Spanish Language workshop in supporting development of children's reading**
- **Staff using Learning Journey parental consultations to discuss with parents how to support child's reading development**
- **First staff story telling sessions recorded for adding to website so parents have story resource they can bot learn from and play to children. Stories recorded in English and Spanish and being edited for putting on website under new tab**
- **Next step to record children reading stories with parental permission.**

1.3 Review group time to ensure that a love of stories and the development of reading is at the core of our offer to children	EHT LA Consultant TLR holder	Ongoing Autumn 1	Time	The delivery of the story which is engaging and involving for all children is at the heart of group time	Learning Walks Planning	A high percentage of children (above 40% to be making rapid progress in the area of Reading
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Progress

- **July 2019 - EXT conducted learning walk and identified areas for improvement in the delivery of group time across the school**
- **September 2019 – EHT met with TLR holder for Reading to discuss outcomes of July Learning Walk**
- **EHT and LA Consultant observed 3 teachers and one EYE deliver group time and feedback Key Outcomes**

<ul style="list-style-type: none"> • Concerns regarding the length of time settling children into group time were discussed with one team and amendments explored • Teachers meeting held to discuss the delivery of group time. It was resolved that teachers should not be attempting to sign the whole story in Makaton as this slowed the story down. Makaton is best delivered throughout the day and perhaps to accompany a rhyme or song. The story needs to be at the heart of group time and a story should always be completed within the time. • Further LA consultant meeting planned after half term to review progress • 						
1.4 Review practice and provision to ensure all early mark making and writing opportunities are employed to maximise progress in this area of the curriculum	EHT Possible new TLR holder	Ongoing Autumn 1	Review Provision	The provision has been audited and refined to ensure that all children have equal and fair access to promote development in all areas of the curriculum	Audit Learning Walks Data	All children making typical progress and at least 40% of children making Rapid progress in the area of Writing
Progress September <ul style="list-style-type: none"> • EHT considering advertising for TLR holder on writing • Day Set aside for “The Big Draw” to focus on the development of mark making for families and children (Friday 8th November) • Staff held initial meeting to devise audit method to be held after half term to ensure provision and staff interactions to ensure all children are able to access all areas of provision equally. Following on from this staff will refine provision to address any needs. • 						
1.5 Examine practice and introduce further opportunities for children to hypothesis, experiment, observe and report on the world around them	EHT Head of School Ann Berandt	Ongoing	Inset Training Group meetings	The provision has been audited and refined to ensure that all children have equal and fair access to promote development in Understanding World	Outcomes of groups Further inset day when groups present on actions	All children making typical progress and at least 40% of children making Rapid progress in the area of Understanding World
Progress. September 2019						

- All staff across 5 nursery schools attended Inset day on 3rd September with training from Dr Jasmine Pradissito on engaging children in Science at age appropriate level
- Staff held initial meeting to devise audit method to be held after half term to ensure provision and staff interactions to ensure all children are able to access all areas of provision equally. Following on from this staff will refine provision to address any needs
- Heads of schools across all 5 nursery school have met to assign staff to working groups to promote Science/Understanding World
- Further Inset Planned July to feedback on working/groups and Action Plans

1.6 Audit and refine the provision and delivery of the curriculum to ensure all children have equal access to all areas of the provision/curriculum to maximise equal opportunities for children	All staff	Ongoing	Creation of Audit tool Time spent on audit/cover	The provision has been audited and refined to ensure that all children have equal and fair access to provision which maximises progress and attainment across all areas of the curriculum	Outcomes of audit Learning Walks Data Children's Learning Journeys External review LA Consultant	All children making typical progress and at least 40% of children making Rapid progress across all areas of the curriculum
Progress <ul style="list-style-type: none"> • September • Initial staff meeting held to discuss method to adopt to carry out audit. As a result several methods now under consideration. To be finalised following half term • Audit of provision built into Gender Action Initiator Award 						
1.7 Audit and refine the use of language within the school to ensure the extinction of gender stereotypical language and commentary.	All staff	Ongoing	Staff meeting and ongoing monitoring.	Language guide produced by staff members highlighting key words and phrases that are unconsciously stereotypical and providing non biased alternatives e.g.	Staff monitoring each other.	Needlessly stereotypical language extinguished

				Manpower/Person Power, Boys and Girls/Children		
Progress <ul style="list-style-type: none"> • Need for action in this area identified by EHT and staff who have been involved in Gender Action projects in Sweden • Initial staff inset held on the implications of continued use of stereotypical language, • Action plan for reducing stereotypical language created. • 						
2.Behaviour and Attitudes						
2.1 Develop emotional coaching within the school to ensure children develop the understanding and vocabulary to manage their emotions	All staff and children	Ongoing	Inset Establishment of working groups	Staff using Emotional Coaching Techniques to help children manage their behaviour and emotions	Observations Learning Walks Data Outcomes of working group	Staff and children have developed a better understanding of managing and dealing with their emotions.
Progress Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience. Emotion Coached children and young people: <ul style="list-style-type: none"> • Achieve more academically in school • Have fewer behavioural problems • Have fewer infectious illnesses • Are more emotionally stable • Are more resilient • Initial staff Inset held across the 5 nursery schools led by Julia Gaskill, feedback from staff was excellent with many wanting to learn more and develop their ability further in this way of working. • Heads of schools of 5 Southwark Nursery schools have met to assign staff across nursery school into Working Groups to look into embedding this way of working into our nursery schools 						

<ul style="list-style-type: none"> • Work to be developed across the year. 						
2.2 Review and update Behaviour Policy to incorporate learning, techniques and practice from emotional coaching training.	EHT	Autumn2 ongoing	Staff twilight time and further inset time	Behaviour policy reviewed and updated to encompass Emotional Coaching as a tool for supporting staff and children	Observations Behaviour reports Data Staff consultations and supervision	Staff and children to using Emotional Coaching to manage behaviour and emotions.
Progress: <ul style="list-style-type: none"> • 						
3. Personal Development						
3.1 Staff to use all opportunities to work with families to encourage good attendance	All staff including administrative staff	Autumn 1 ongoing	Staff time	Looking for a reduction of 2% in the child absence rate across the year	Data	Children able to maximise progress and achievement through good attendance
Progress: <ul style="list-style-type: none"> • Safeguarding Designated Lead has been working with other professionals where attendance is case specific to remove barriers to poor attendance • Trial is ongoing in 2-year-old provision on a case by case basis to provide 4 full time places to enable parent/carer to improve life chances by attending training • Administrative staff continue to follow up all non-authorized absence on a daily basis. • 						
4. Leadership and Management						
4.1 Continue to develop leadership across the federation and within the school	EHT	Autumn 1 ongoing	Cover time and training	Capacity building in area of Leadership achieved	Performance Management	Staff developed to increase leadership capability .

Progress						
<ul style="list-style-type: none"> Assistant Head at Ann Berandt promoted to Head of School, following training and development and continued mentoring by Executive Head Teacher. This has enabled EHT to prioritise Nell Gwynn during Maternity Leave of Head of School there. Class teacher at Nell Gwynn recruited as Assistant SENCo to assist with SENDif applications and other SENCo work, so fulfilling both an interest in the member of staff and a school need to build capacity in this area. EYE from AB invited to lead on Makaton training while covering at Nell Gwynn to enhance skills and increase ability in this area in Nell Gwynn staff team. 6 staff members giving up Autumn half term to take part in CPD in Iceland to learn about reducing gender equality gap 						
4.2 Continue to develop research led initiatives within the school and across the Federation to drive forward improvements	EHT All staff Assistant Head Maths Lead	Autumn 1 Ongoing	Cover time	Individuals Identified embedding successful outcomes of research project	Performance Management Learning Walks Observations	Increase in staff professional satisfaction from developing skills through action research School continues to evolve and
Progress						
<ul style="list-style-type: none"> All staff have been assigned to a working group following initial inset training to look at developing one of three areas across the 5 Southwark Maintained Nursery Schools as a whole. This was following consultation with the Heads of all said nursery Schools on how to use a grant to develop nursery schools as a whole. Areas identified were Emotional Coaching, Gender Equality and Science. Staff will co-operate and research over the academic year before presenting back to colleagues at a further conference on the outcomes of the working group. Assistant SENCo and EHT will be working with Cherry Gardens Special School to trial a new method developed by them to track the progress of children with SEND. Maths TLR holder undertaking a research project with National Centre for Excellence in the Teaching of Mathematics as part of prior training with South London Teaching School Alliance to become a Senior Leader in Education 						
Action						
Progress						

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