Being a voice for Children, giving Children their voice

Building Foundations for Learning Together

Every Child a Unique Individual

2013|2014

Ofsted
Outstanding
Early years provider

ST. WERBURGH'S PARK NURSERY SCHOOL
SCHOOL IMPROVEMENT PLAN

One year priorities 2018 - 2019

Aspirational Achievement

Meaningful Curriculum

Supportive and Inspirational Leadership

Being the Best We Can Be

Aspirational Achievement

Reduce the GLD Gender Gap

Motivating Boy Writers

Improving Speaking Skills

Meaningful Curriculum

Developing Outdoor Learning

Planning Meaningful Contexts for Learning

Engaging All Learners

ST Werburgh's Park Nursery School

2018-2019

Being a Voice for Children, Giving Children Their Voice

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Every Child a Unique Individual
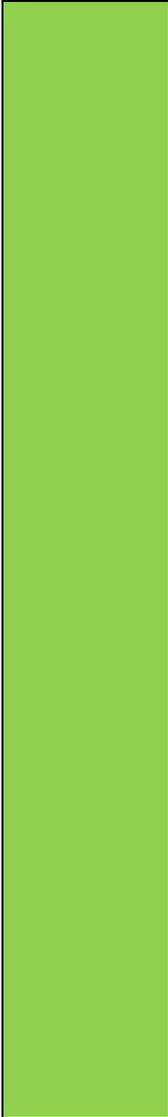
Supportive and Inspirational Leadership

Being Confident in New Roles

Building a Strong Sense of Team

Everyone Feeling Valued and Effective

Being the Best We Can Be

Healthy, Happy Team

Effective, Transparent Communication

Achieving For Children

School Context				

We are a Local Authority Maintained 80fte place Nursery School with 16fte places for two-year-olds. Children access the free 15 and 30 hour government offer as well as buying in additional hours;
 	
Ofsted Actions from previous inspection January 2015:
  1. Ensuring that all children make the best possible progress
  2. Use our monitoring evidence to ensure a sharper focus
  3. Ensure best practice is consistent across the school
 	
Since the previous inspection significant work has been done to ensure the accuracy of assessment judgements. Consistent practice has been developed and refined across the school to ensure that all children are accurately tracked and make the best possible progress.
			Percentage of Pupils with English as an additional Language	

In the previous year, **2017-2018**: **68%** of children who left for primary school were on track to achieve GLD by the end of the Foundation Stage, this is a **5% improvement.** All children in **identified groups** made 'Rapid' or 'Accelerated' progress. (Maintained) Literacy shows improvement over the last three years, particularly in **Writing; 94%** achieved 30-50 mths, this is a **20% improvement.**			Percentage of Pupils with Special Educational Needs	
The **Gender difference was closed** in **Maths,** this is a **22% improvement.** **SEND** children made at least **good progress** with some diminishing the difference completely.(Maintained) **EYPP** children make **accelerated progress**, achieving outcomes **broadly in line** with their peers. (Maintained) Despite budget challenges, we remain aspirational for our school. To identify the focus of this year's School Development Plan, we have used a detailed analysis of our Leaver's Data Outcomes, combined with trends, staff voice, Governor voice and information gathered through Parents Questionnaire.			Overall Attendance	71.5%
Number of Nursery aged Children		Number of Under three's	Percentage of Pupil Premium children	

Strand 1: Aspirational Achievement　　　　　　　**Strand Leaders: Mandy King, Lucy Freeman**

- Reduce the GLD Gender gap
- Speaking skills to be the best that they can be
- Motivating boy writers

	Area for Improvement What needs to be developed?	Strategy How are we going to do it?	Outcomes How do we know when we've achieved it?
1.Inclusion and Equality	Continue to be aspirational in diminishing the **GLD Gender differences**.	Look critically at last year's data outcomes for boys across the GLD areas. Boys diminished the difference in individual curriculum areas but not in GLD: Differences in boys and girls in CLL, PSED, Literacy EAD. Read "Closing the Vocabulary Gap" and consider how to extend and develop boys in particular vocabulary: does this link to PSED difference? LF to lead on diminishing the gender "Speaking" difference.	The GLD Gender difference will diminish by a further 10%. This will mean that 66% of boys in the Leavers group will achieve GLD by the end of the school year. The "speaking" gender difference will be diminished by the end of the year. This will positively impact on the PSED gender difference. *Are boys in the classroom visibly using words effectively to communicate their feelings? Are boys engaging with conversation in the classroom? Are boys developing their ability to talk about their interests and learning? How do we know?*
	Diminish the gender difference **Pupil Premium boys** in **mark making** outcomes.	New Literacy Lead, Boe, to be enabled to carry out independent research on Literacy outcomes. Consider how to tweak the mark making work from last year to increase its impact further.	The gender difference in writing will be diminished by 10%, 79% of boys will achieve at least 30-50 mths in the area of Writing.

	Explore using the EAD curriculum to further motivate boys to engage with and improve their mark making skills.	The gender difference in EAD will be diminished by 10%, 79% of boys will achieve in line with age expectations in the area of EAD.
	New Literacy Lead to work with LF to diminish the difference by 10% between cohort and EAL learners in Reading.	EAL learners will diminish the difference with cohort outcomes by 10% in the area of Reading. This will reduce the gap to 13%.
Develop the **fluency Assessment tool** to continue to diminish the differences for learners who have English as an additional Language.	LF to research and find other examples of fluency assessment tools (Linking in with the Primary school). LF to use her findings to improve our Fluency assessment tool to support Next Step writing. LF to consider links to "closing the Vocabulary Gap" and links to "Reading" for this group and diminish the Reading gap by 10% for EAL learners (current gap is 23%)	*Do all staff clearly understand when to set Next Steps for EAL Learners? Are EAL learners achieving their Next Steps? Is the difference diminishing? How do we know? Are EAL learners gaining confidence to communicate feelings and learning in the classroom? How do we know?* EAL learners will diminish the difference with cohort outcomes by 10% in the area of Reading. This will reduce the gap to 13%.
Develop children's **vocabulary levels** to work towards diminishing the difference between those that come in with a large vocabulary and those that don't, improving CAL outcomes for pupil Premium, boys and children with English as an additional language.	Closely monitor progress in Speaking and Understanding. Research ways to improve vocabulary development in young children. Work with the teachers to explore strategies to do this. Implement ideas with all staff. Track impact.	Diminish the difference for the identified groups by 10% when compared to cohort.

Strand 2: Meaningful Curriculum   Strand Leader: Mandy King, Lucy Freeman

- Developing Outdoor Learning
- Planning meaningful contexts for learning
- Engaging all Learners

	Area for Improvement What needs to be developed?	Strategy How are we going to do it?	Outcomes How do we know when we've achieved it?
2. Teaching, Learning and Assessment	All **teaching to be at least "good"**	Support Peer observations and ensure time for reflections. Individual planned support where necessary.	*Are all staff fully meeting the Teacher's Standards? Do all staff feel confident in planning for effective provision? Are children making progress? Are identified groups diminishing differences? How do we know?*
	Provide motivational learning opportunities; linking to focus on Diminishing the Difference for **boys** in the **outdoor area**.	Audit Outdoor learning provision and resources. Improve outdoor storage, making it tidy and accessible. As a staff team, consider what learning we want to be happening outside, ensure that our resources support our vision. Consider a plan for building up the resources we need to meet our aims for outside. Develop team planning for the outside; building on work from last year re linked to familiar stories.	Using a RAG rating approach, all teachers will achieve at least good in the areas: Teaching and Learning, Planning and Assessment, Learning Diaries and Enabling Environments. *Are children engaging with learning in the outdoor environment? Are engaging available motivational for all children and boys especially? Do all staff have a clear understanding of our ethos regarding outdoor learning? Is joint planning reflecting that ethos? How do we know?*

	Embed the work that diminished the gender gap in **Maths**, maintain this progress for all children.	Maths lead to audit Maths resources. Make a wish list of resources that we need to support the Number curriculum. Maths lead to create "grab boxes" to support number activities that help children to make the best progress. Maths lead to consider linking Maths activities to the outdoor area, with a particular focus on problem solving and graphics. Maths lead to have time to share with all staff to have impact across the school.	The Exit data will show that for the School leavers group, there is no Gender difference in Maths. *Are there resources readily available to support our Maths document? Are staff planning effective and motivational Maths activities? Are Maths activities available outside? Our children engaging meaningfully with Maths activities outside? How do we know?*
	Linking EAD and Literacy to provide a motivational and engaging curriculum, particularly for Boys and EAL learners.	Literacy Lead to be given time to find out where we are up to with Literacy provisions outcomes. Literacy Lead to look at how to link EAD with the literacy curriculum to engage all learners, particularly boys and EAL. Literacy Lead to look at our Reading provision, including developing the phonics curriculum. Literacy Lead to have time to share with all staff to have impact across the school, linking with outdoor provision.	The gender difference in writing will be diminished by 10%, 79% of boys will achieve at least 30-50 mths in the area of Writing. The gender difference in EAD will be diminished by 10%, 79% of boys will achieve in line with age expectations in the area of EAD. *Are staff planning effective and motivational Literacy activities? Are Literacy activities available outside? Our children engaging meaningfully with Literacy activities outside? How do we know?*

	Refine our curriculum to ensure that it is relevant **and motivational** to all pupils;	Teacher's to look at how they use context to motivate and engage boys, EAL and pupil premium Learners. Consider how to develop learning contexts that are relevant and appropriate for our children. Reference "The Project Approach" and Reggio Emilia Curriculum if appropriate. Share ideas with whole staff for impact across the school. Regularly monitor impact for identified groups. Use a "plan, do Review" model as basis for exploring impact on curriculum outcomes.	The GLD Gender difference will diminish by a further 10%. This will mean that 66% of boys in the Leavers group will achieve GLD by the end of the school year. *Are all children engaged and motivated by the learning opportunities planned? Are children trying out new activities, inside and in the garden? Are children making progress? Are identified groups diminishing difference? Are all staff reflecting on children's learning needs and interests to create motivational contexts for learning? How do we know?*
	Ensure that staff continue to receive **training** in up to date Safeguarding guidance, including training the whole of the SLT to DSL level.	JM and LF to complete DSL training. MK to attend cluster meetings. Use information gained from these meetings to plan a programme of ongoing safeguarding training. Work with BAND to carry out a Safeguarding Audit of staff knowledge and confidence. Use outcomes from this to develop the safeguarding training programme.	*Do all staff receive regular Safeguarding training and updates? Are all staff confident in dealing with safeguarding issues?* *Are all members of the SLT trained to DSL standard? Do the SLT support each other with safeguarding concerns? Are there effective procedures in place that work well and support children and families? Are all safeguarding concerns followed up satisfactorily? How do we know?*

Strand 3:   Supportive and Inspirational Leadership   **Strand Leader: Mandy King**

- Being confident in New Roles
- Building a strong sense of team
- Everyone feeling valued and effective

	Area for Improvement What needs to be developed?	Strategy How are we going to do it?	Outcomes How do we know when we've achieved it?
3. Leadership and Management	Support and development of **new leadership roles**, including the New Acting Head and developed role of the Assistant Head.	Plan regular SLT meetings that focus on clear targets and team support to achieve them. Acting Head to have mentoring.	*Do staff across the school feel supported by the new SLT? Are the SLT supporting staff and leading the school to enable children to make progress? How do we know?* Acting Head and Assistant Head meet their performance Management Targets.
	Building on the shared **school vision**, enable a **team approach** to understanding and achieving all school targets for improvement.	Continue to build Curriculum Leader role, taking into account NC new Maths leader and BM, temporary Literacy leader. Plan and implement time for the new curriculum Leaders to carry out their roles (targets in Strands 1 and 2) Share and display key SDP targets with everyone.	*Do all staff know what we are aiming to achieve this year? Are staff linking the SDP targets to their planning in the classroom? Do all staff feel clear about their valued role in achieving targets? How do we know?* Progress is evident towards the targets; this is reflected in the progress in children's learning. This is evidenced at data points and Learning Diaries through the year.

| | | Support whole team through inset and team meetings, to understand their part in achieving them.

Through Well-Being strand work towards all staff members feeling valued as an important part of achieving these targets. | |
| --- | --- | --- | --- |
| | Developing clear and effective communication systems that take into account increased part time working and those with reduced hours. | All staff to have email accounts. Monday Bulletin to be sent to all staff each week.

Key information and key actions from meetings to be emailed to all staff, especially those who are unable to attend.

Introduce a "Bulletin board" for key information and actions arising from meetings.

At the end of a long term (x3) review with staff how the communication strategies are working and tweak as necessary. | *Do all staff clearly understand key procedures and processes? Do all staff know the school's targets for improvement? Do all staff understand their role in achieving these shared targets? Are we achieving are shared targets? How do we know?*

Staff achieve their Performance Management Targets, leading to good progress for all children. |
| | Review processes and procedures to ensure they work effectively for the school. | Work with Clerk to the Governors and Chair of Governors to review all Policies across the year.

Review Emergency procedures, and ensure all staff understand them. | *Do policies and procedures work effectively to support the day to day running of the school? Do procedures and processes ensure children are safe at school? Are all staff clear on procedures and processes integral to the school?* |

		Introduce Attendance Flow Chart, enable the different stages to be followed and carried through. Review effectiveness of this.	
		Begin using CPOMs, train all staff in its use, to ensure an effective and efficient approach to safeguarding issues.	CPOMs is regularly used by all teaching staff and BG8's to track all safeguarding issues
		Re introduce SLT Safeguarding meetings, extending concerns to include attendance issues.	Overall attendance has increased by 5% across the school: From 71.5% to 76.5%. Persistent absence is relentlessly followed up.
		Work through GDPR duties and implement new procedures to ensure compliance with all staff.	*Do all staff understand and follow the attendance flow chart? Is all absence followed up? Is attendance improving? How do we know?*
	To continue to build **partnerships** that have positive outcomes for the school.	Continue to be part of the SEND strategic and practitioner meetings. Build on relationships with St Werburgh's Primary school. Head to attend Nursery Head's meetings and represent the needs of the school.	*What is the impact of working with our partners? How is this supporting the development of individuals as well as the school? How do we know?*
	Further develop the **Governing Body** to effectively carry out their statutory Duties.	Introduce a new structure to Governors meetings. Including supporting Governors to develop the skills to meet their stat duties. Further develop the link Governor Role.	The Governing Body is fulfilling its statutory duties and are 'critical friends' to the school. *What is the impact of the link governor role? How are curriculum leaders incorporating this support?*

Strand 4: Being the best we can be   **Strand Leader: Mandy King**

- Healthy, happy team
- Effective, transparent communication
- Achieving for the children

	Area for Improvement What needs to be developed?	Strategy How are we going to do it?	Outcomes How do we know when we've achieved it?
4. Well-Being	Establish a staff **working group** to lead on improving well-being across the whole staff team.	Set dates each term for the meetings to happen, within paid time. Begin work on a staff being questionnaire. Use the outcomes of this questionnaire to plan how to improve staff wellbeing. Empower the wellbeing group to lead on this. Work with BAND to use ideas from the well-being guide to support the work.	The working group meets regularly. A staff questionnaire is established and used. There is a plan in place to improve wellbeing, linked to staff voice. *Do staff feel wellbeing is improving? Is this having a positive impact on building a strong sense of team? Is this having a positive impact on improving provision across the school (in line with SDP?) How do we know?*
	Re launch the **Supervision Policy** and ensure that all staff members have access to regular and effective Supervision to support them.	MK and wellbeing group to look at current supervision Policy. Does it still meet our needs? Make changes if necessary. Re launch with staff in term 2 and carry out meaningful Supervision in line with the agreed Policy.	Staff receive quality Supervision in line with the reviewed Policy. Staff health and attendance has improved. *Have staff received regular supervision? Do they feel it is a quality session? Do they feel more supported? Is it enabling them to carry out their role in school well? Is this*

	Develop a clear **communication** system for all staff to enable all staff to feel valued and be able to carry out their roles effectively.	See "Leadership and Management strand"	*having a positive impact for children? How do we know?*
	Explore ways of **"stretching" time** to ensure staff can continue to provide outstanding provision despite reduced staff and reduced hours.	Re structure meetings in school: introduce "Team meetings" so that teachers have time with their class team and time to implement new ideas. Enable team time to support teams working together to achieve whole school targets.	*Have changes in staff meetings supported work load and 'stretching time'? How is this impacting across the school? Do staff feel consulted in this process? Do staff feel this has been beneficial? Are we achieving SDP targets? Are children making good progress? How do we know?*
		Introduce and train staff in the use of CPOMs to track Safeguarding and SEND children and to manage paperwork. Support staff workload in these two areas.	All staff regularly using CPOMs. *Do staff feel confident? Is it supporting work load? Is it adequately tracking children with safeguarding concerns? What have been the benefits/drawbacks?*
		Consider the use of electronic diaries to support staff work load and help a better use of time.	Decision made regarding Learning Diaries and decision made on implementation, if necessary.
		Plan team time during INSET days and key events such as Performance Management and Supervision.	*Are staff managing workload? Do staff fell supported? Is high quality provision being maintained alongside staff reporting high wellbeing? How do we know?*

Strand 5:   Deficit Recovery   **Strand Leaders: Mandy King, Jacqui Macfarlane**

- Achieving The Deficit Recovery Plan
- Working Efficiently
- Providing quality resources for Learning

	Area for Improvement What needs to be developed?	Strategy How are we going to do it?	Outcomes How do we know when we've achieved it?
5. Finance	See School's **Deficit Recovery Plan** (Appendix A)		See Deficit Recovery plan
	Consider the use of electronic **Learning Diaries** as a way of saving money.	Compare our current Diary practice with at least one electronic version. Make a decision regarding Learning Diaries. Implement decision. Move to CPOMs to manage SEND paperwork.	Decision made regarding Learning Diaries and decision made on implementation, if necessary. *Are staff managing workload? Is it value for money? Is high quality provision being maintained alongside saving money? How do we know?*
	Cost savings: Reduce amount of paper bought and used though the year.	Move to emails for sharing information with staff. Consider the use of electronic diaries.	*Are we managing to use less paper? Are we managing to make savings in this area?*
	Continue to consider ways to **generate income**, including encouraging fundraising.	Look at purchasing cheaper, lesser quality paper for day to day classroom use. Look at the ways we already generate income, and build on.	*Have we generated income?*

<mark style="background-color:yellow">Highlighted text</mark> indicates the school focus on a continuous development of safeguarding practices. <mark style="background-color:cyan">Highlighted text</mark> indicates links to putting GDPR duties in place.