Aspirational Achievement

Developing Expressive Communication

Improving SEND processes and Provision

Catching Up, Closing Gaps

Meaningful Curriculum

The right Environment for Skills Based Learning

Core Books for Contextual Learning

Clear, Sequential Learning, Supporting Catch Up

ST Werburgh's Park Nursery School

2020/2021

Being a Voice for Children, Giving Children Their Voice

Building Foundations for Learning Together

Every Child a Unique Individual

Supportive and Inspirational Leadership

Leading in Challenging Times

A Strong, Forward Looking Team

Creative Problem Solving

Being the Best We Can Be

Inviting Environment

Reflective Practitioners

Meaningful Assessment for Learning

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 2018:** 1. Adults' questioning and modelling of new language help children to improve their speaking vocabulary further. 2. Children, especially the most able, routinely practise and apply their mark-making and early writing skills across the curriculum. In the previous year, 2019/20, the school was "locked down" due to the world wide pandemic. Therefore there is no Exit Data. We will continue to refer to patterns for the school year **2018-2019**:				Percentage of Pupils with English as an additional Language	
71% of children who left for primary school were on track to achieve GLD by the end of the Foundation Stage; this is a **3%** improvement. If children with SEND are "put aside" then 83% achieved GLD and the **Gender Gap** would be reduced to 10% All children in **identified groups** made 'Accelerated' progress. (Maintained) Literacy shows improvement over the last three years, particularly in **Writing; 90%** achieved 30-50 mths, (maintained)				Percentage of Pupils with Special Educational Needs	14%
Maths shows an improving picture, this is a three-year trend, with **83%** achieving in line with their age. **SEND** children made at least **good progress** with some diminishing the difference completely.(Maintained) **EYPP** children make **accelerated progress**, achieving outcomes **above** 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	79% (last year)
Number 3&4's	92 (September '20)	Number of Under three's	35 (September '20)	Percentage of PP	10.5%
Filled places	144	Percentage Full	77%		

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

- Developing Expressive Communication
- Improving SEND processes and Provision
- Catching Up, Closing Gaps

	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	Improve outcomes in the area of **"Speaking"**. Compared to the other CAL strands, "outcomes are lower in "Speaking" for most groups.	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. To develop whole staff **quality interactions** with children to support and facilitate expressive communication skills.	The Gender Gap in "speaking" will be reduced by 10% (18/19 gap was 16%). The gap between "Speaking" and the other CAL strands will be diminished for all children (18/19 gap was 7%). With particular attention to Pupil Premium (4% gap), EAL gap (8%) and Boys (9% gap). *Are **boys, PP and EAL** children in the classroom visibly using words effectively to communicate their feelings? Are target groups engaging with conversation in the classroom? Are target groups developing their ability to talk about their interests and learning? How do we know?*
	Have a clear understanding of the impact on progress of Covid-19 lockdown. Identify strategies to rapidly support **catch up** for all children, with focus on **BAME, PP and SEND.**	Carry out a baseline assessment for all children, including those described as "returners". Update Assessment spreadsheet and complete a baseline analysis that includes all children.	Children below age expectations will be in line when they exit the Nursery. SSEND children will be able to express themselves to makes choices and share

	Ensure all children identified as below expectations have a language Screener/pre-verbal language screener, as appropriate. Set up tracking system for all children identified. Have photos of all children identified for tracking in the SLT office. Meet with teachers for Pupil progress meetings to discuss and plan intervention/emphasis of quality wave 1 teaching. Mandy and Lucy to add rigour to the system by meeting the first Wednesday of each month to discuss/review the progress of the identified children.	preferences using their preferred mode of communication. The gap between "Speaking" and other areas of CAL will be diminished. *Are boys, PP and EAL children in the classroom visibly using words effectively to communicate their feelings? Are target groups engaging with conversation in the classroom? Are target groups developing their ability to talk about their interests and learning? How do we know? Are SEND children able to communicate using their preferred mode of communication?*
	Continue to embed the new **Language Screener** as an assessment /planning tool for children with Language delay (**SEND**) and **EAL children** and those that have been identified as needing to **"catch up".** Support staff to use the newly introduced **pre-verbal screener** to support early fluency and **SEND** children. Introduce "visual" language screener tracker into classrooms, to add rigour and ensure all team members know who needs a language focus and at what stage.	Lucy to review **training needs** and provide in house support and training, for both Language screener and pre-verbal language screener. Use the Language Screener to closely monitor progress for targeted groups, including those that require "catch-up". Use the Language screener to inform next step planning for targeted individuals. Use Pupil progress meetings to discuss and track individual children, referring to Language Screener to underpin this strategy.	The gap between "Speaking" and the other CAL strands will be diminished for EAL children. (18/19 gap 8%) *Do all staff clearly understand when to set Next Steps for targeted Learners? Are targeted learners achieving their Next Steps? Is the difference diminishing? How do we know? Are targeted learners gaining confidence to communicate feelings and learning in the classroom? How do we know?*

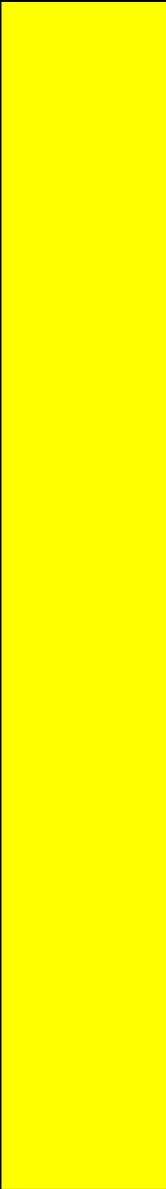|		
All areas of the Curriculum will focus on developing language skills within their curriculum area.	Curriculum Leaders to use the Language Screener to identify language skills and vocabulary that supports their own area. Leaders to incorporate this into their Curriculum Priorities for the year ahead.	The development of **Curriculum specific language skills** will improve outcomes for the above targeted groups in all curriculum areas. For Example: In UW: diminish gaps between strands for Pupil Premium ("world": 67%) APKN ("world": 62%) gender Gap (W0rld": 30% and for all strands: 20%)
Continue to be **aspirational** For progress for **SEND children.** Add rigour to the process of setting and monitoring targets set for individuals. To develop the role of the CAL lead to support the SENDCO in making SALT referrals. This will add capacity to the role of the SENDco	Increase capacity through development of **SENDco Assistant role** and development of Assistant Head's skills in relation to SEND funding applications. Develop further the newly developed **Target Setting Cycle,** with the support of the SENDco assistant. SENDco Assistant to support the development of skills and understanding for all staff across the setting through targeted training sessions and 1:1 support linked to children's needs. To develop whole staff skills and understanding in providing an appropriate **Sensory Diet** for individual children, to better enable them to engage in learning experiences.	To increase the number of children targeted for language support to diminish the difference with their peers, by 10%. To increase the number of Funded SEND children making at least 2 bands progress throughout the year. For staff to develop their **interaction skills** and grow their "tool kits" when working with SEND children. *Are children with SEND making "good" progress? Is the Target Setting Cycle supporting both Staff and children? How do we know? Are children accessing an appropriate sensory diet? What impact is it having? How do we know? Is the SENDco*

		Work closely with LF to monitor language screeners in order to make swift SALT referrals for those children below expectations, with particular focus on BAME children.	*assistant confident in her role? Does she feel supported by SLT? How do we know? Is the Assistant Head able to complete funding applications? Does she feel confident in this role? Have we increased capacity in SEND? How do we know?*
	Begin a process of **review of our Curriculum:** in light Covid-19 risk assessment, new EYFS document and Equality campaign.	Curriculum leaders to look at each section of the new EYFS document and track changes. Curriculum leaders to consider impact of this on our current curriculum. Leaders to plan training re understanding/unpicking changes.	*Do we have a clear sequence of learning steps in each curriculum area? Can Curriculum Leaders talk about these steps and the importance of why?* *Are these steps providing a clear structure to learning? What is the impact of this?*
	Create a new "Equality Action plan". Re-write the Equality Statement and relaunch it.	Through University research work, consider the impact of Covid-19 on our curriculum: what has changed for the better? What do we want to continue doing? How will this impact on the way we plan for learning? Review our "inclusion Action Plan" and Core book work: considering equality duties: can our current approach be improved to support outcomes for key groups? Create a parent/carer equality consultation group to develop our Action Plan and Equality Statement.	*Can we share this with parents/carers as a way of supporting home learning? Do we have a clear contingency plan if we are closed again due to a second wave of Covid-19?* *Are we using our curriculum well to positively support what we believe about Black Lives matter? Can all children see themselves in our curriculum? How do we know? Do parents/carers know what we are doing? How can we do this at this Covid time?*

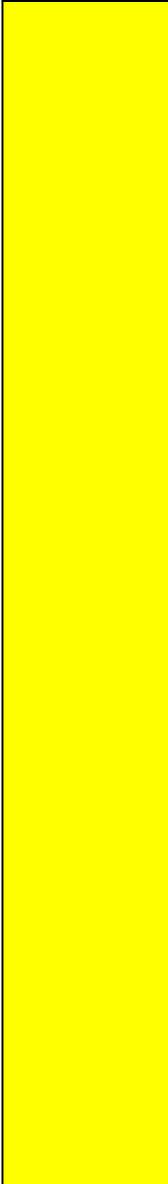## Strand 2: Meaningful Curriculum   Strand Leader: Mandy King, Lucy Freeman

- The Right Environment for Skills Based Learning
- Core Books and Enrichment for Contextual Learning
- Clear, Sequential Learning Supporting "Catch-Up"

	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	Embed our **Learning Environment** to ensure it is "fit for purpose" to meet our **5 Curriculum principles**: • Contexts that are meaningful for children • Learn through active, skills based experiences • Work at a Pace that suits each child • "Low threshold, high ceiling" • Start from what the child can do. Review the Curriculum: is it fit for purpose in light of Covid-19 and National campaign for Equality? Ensure our Curriculum supports identified targets in the "Inclusion Action Plan" and the "equality Statement".	Engage with research materials that consider learning environments. Review with staff if our environments reflect the **5 Principles** and the impact it has on children's learning. Work together to create environments that enable children and support them in their learning (environment as the 3rd teacher). Further reflect on our environment and what we want form it, in light of Covid-19 restrictions. Work together to create an outside environment that enables children and supports them in their learning (environment as the 3rd teacher). Plan outstanding learning experiences, despite Covid-19 limitations.	The learning environment is inviting, well organised and provides opportunities for independence. The learning environment is accessible for all children. Target groups are motivated by the environment and therefore engaged in appropriate learning. Target groups are making good progress and therefore working towards diminishing gaps. The Gender Gap in "speaking" will be reduced by 10% (18/19 gap was 16%). The gap between "Speaking" and the other CAL strands will be diminished for all

<table>
<tr><td rowspan="2" style="background:yellow"></td><td></td><td></td><td>children (18/19 gap was 7%). With particular attention to Pupil Premium (4% gap), EAL gap (8%) and Boys (9% gap).

Are children engaging with the learning environment with independence? Is the environment providing skills based, "low threshold, high ceiling" opportunities for all children, especially target groups? Is the environment accessible for ALL children? Do all staff have a clear understanding of our shared pedagogy regarding the learning environment? How do we know?</td></tr>
<tr><td>Curriculum Leaders to develop a document for each of their Curriculum Areas that sets out the sequence that their subject is taught in. This will support staff to deepen their knowledge and understand why things are taught in a certain order. (This will complement our "stages" Curriculum statement.

Using the above work, Curriculum leaders will create a "Contingency Curriculum" to support home learning when children are in isolation or in lockdown.

Explore the best ways to communicate this to parents/carers with a particular consideration to "hard to reach" families.</td><td>Curriculum Leaders to create individual documents, clearly setting out the teaching sequence within their subjects.

The document will link to the Development matters document but reflect our own pedagogical approach.

Curriculum Leaders for CAL/PSED, Literacy and Maths to create pamphlets as a guide to support Parents/carers with supporting their child's learning at home.

All staff to support in the making of short films for out You tube channel that reflect the ideas in the Curriculum pamphlets.</td><td>Documents will be available to set out sequential learning approach.

Staff will develop a deeper understanding of what we teach, when and why. This will support consistency across the setting.

Contingency Curriculum pamphlets will be provided to all families that cannot attend Nursery. They will also be provided to all children identified as needing support to "catch-up".

Families that need extra support will be provided with resources needed to enable home learning to happen.</td></tr>
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		Consider different strategies for communicating with "hard to reach" families and support home learning for their children e.g. telephone calls, zoom meetings, pamphlets, create resources packs to support the pamphlets.	The large majority of children will be in line with their age expectations when they leave Nursery. Children with identified needs will have made at least good progress from their baseline starting points.
	Develop Early writing skills: build on pen grip work and plan strategies to develop those who have achieved a confident pen grip.	Literacy Curriculum lead to develop this work.

Share with whole staff. | Children are able to make increasingly purposeful marks, letter shapes and clear detailed pictures.

Some children show elements from 40-60 mths in Writing. |
| | Further developing working with a **"Core Book"** Curriculum.

Ensure the "Core Books" reflect targets identified in the "Inclusion Action Plan" | There will be a list of books that are appropriate, motivational and support progression for "across curriculum" planning.

The list of books are suitable for Language Development, with particular focus on Expressive communication and vocabulary development.

The list of books is appealing for target groups in particular. *Can children see themselves in our curriculum?*

Resources are available to support planning and provision motivated by Core books. | The Gender Gap in "speaking" will be reduced by 10% (18/19 gap was 16%).

The gap between "Speaking" and the other CAL strands will be diminished for all children (18/19 gap was 7%). With particular attention to Pupil Premium (4% gap), EAL gap (8%) and Boys (9% gap).

Staff regularly plan using the "Core Books" list. The provision is engaging and motivation, particularly for target groups.

Resources are well stored and therefore accessible to staff. |

		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.	*Are children engaging with the learning experiences with independence? Is the "core book" planning, providing skills based, "low threshold, high ceiling" opportunities for all children, especially target groups? Is the learning accessible for ALL children? Do all staff have a clear understanding of our shared pedagogy regarding "Core Books"? How do we know?*
	Embed and refine the use of High/scope **"small groups"** as a way to deliver our meaningful curriculum.

Develop our "small groups" to incorporate **Language Screener** next step planning. | Train staff to ensure consistent understanding of the principles of High/scope small groups.

Support staff to plan appropriate "small groups".

Explore ways together, to ensure Language Screener next step planning is embedded into the open-ended small group approach, with particular focus on Expressive Communication. | Children in the 3 and 4 rooms will have a daily "small group" that is open-ended, child led and motivational. It will be facilitated by quality adult interactions and aim to support children's progress.

Practitioners will link their small group planning to "next steps" as identified in the Language screeners for targeted children.

Where appropriate, target children will be prepared for small group through their sensory diet. |
| | *Reflect on our pedagogy in light of Covid-19 restrictions: how are we adapting to live alongside the virus safely? What learning do we want for children at this time? How will we evolve our pedagogy at this time?* | | *Do children engage in a high quality "small group" experience daily? How do we know it is high quality?? Do children have opportunities for Expressive Communication?* |

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

- Leading in Challenging Times
- A Strong, Forward Looking Team
- Creative Problem Solving

	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	Continue to **develop Leadership roles**: Head, Assistant head, Curriculum leaders, BG8/7 roles, Admin team. To **respond creatively** to issues arising whilst we continue to have a smaller SLT and a teaching Head. *With consideration to home working for School business manager.*	Continue to plan regular SLT meetings, finding new ways in line with Covid safe Risk Assessment. Coaching for Head teacher. Work with a coaching approach with Assistant head and Business manager (whole SLT to each other) Develop the role and skills of the Assistant head to support SENCO and embed new Designated Teacher role.	Acting Head and Assistant Head meet their performance Management Targets. *Do staff across the school feel supported by the new SLT? Do SLT feel supported by each other? Are the SLT supporting staff and leading the school to enable children to make progress? How do we know? Are we problem solving successfully with good impact? How do we know?*
	Building on the shared **school vision**, enable a **team approach** to understanding and achieving all school targets for improvement.	Regular reference and review of progress towards shared targets with the whole staff team.	Progress is evident towards the targets; reflected through the progress in children's learning. Evidenced at data points and Learning Diaries through the year.

		Continue to build Curriculum Leader role, supporting independent interrogation of data, planning key actions and evidencing impact. Plan and implement time for key curriculum Leaders to carry out their roles (targets in Strands 1 and 2) Share and display key SDP targets with everyone. Consider how to do this appropriately with families.	*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? Do curriculum leader targets link into the SDP? Are we all working towards the same end result? How do we know?*
		Look at ways to share with families and communities our aims and achievements, now that families are no longer able to come into the building.	Families and stakeholders feel engaged and knowledgeable about what is happening in school.
	To continue to build **partnerships** that have positive outcomes for the school, to enable us to become a strong **forward facing** school.	Develop the work in the Nursery head "federations"., using the support as a CPD opportunity for teachers and practitioners.	The Nursery head trio has supported the school to be reflective and meet our SDP targets for the year. *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?*

	Actively engage in the process of Nursery School re-organisation and what this will mean for St Werburgh's Park Nursery School.	Actively engage in work with Richard Hanks, Nicola Theobald and the other Nursery heads.	St Werburgh's Park nursery School has a role in working with BCC to find a solution for the financial challenges faced by nursery schools.
	The Acting head teacher will develop her skill set to support this process.	Coaching from Gary SP. Support from the COG.	Staff feel supported through the process.
	Find ways for the Link **Governor Roles** to impact positively on the school despite Covid limitations	Staff continue to feel supported and challenged by the governing body.

The Governing Body have a clear understanding of the progress the school is making towards its SDP targets.

Curriculum Leaders grow in confidence to have "Critical Friend" conversations with Link governors. | The Governing Body is fulfilling its statutory duties and are 'critical friends' to the school.

Curriculum leaders are confident about their impact and share this with the governing body.

What is the impact of the link governor role? How are curriculum leaders incorporating this support? Are curriculum Leaders confident with working with Governors? How do we know? |

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

- Inviting Environment
- Reflective Practitioners
- Meaningful Assessment 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?
4. Well-Being	Embed staff **working group** to lead on improving well-being across the whole staff team. With consideration to the workload of those staff involved.	Set dates each term for the meetings to happen, within paid time. Implement **staff well-being questionnaire**. Respond to the outcomes. MK and wellbeing group to look at current **supervision offer**: how can we improve and ensure it is consistent whilst having less time/staff across the setting? Plan and deliver "**Well Being Inset day**". Introduce the idea of **ACT** as a strategy to support well-being. Plan social activities whilst following Covid-19 guidance.	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. Staff receive quality Supervision in line with the reviewed Policy. Staff health and attendance continues to improved and is consistent. *Do staff continue to have positive wellbeing? Is this continuing to have 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?*

	Continue to work at the changes in the Performance Management Proforma introduced last year, encouraging **reflection** in staff.	Encourage staff to **reflect** on their own practice and what they feel they need to improve in order to achieve whole school targets.	Each member of staff has Performance Management targets in place that link to SDP outcomes.
			Staff have reflected on their own practice and what they need to do to improve to achieve outcomes. They have recorded this in their Performance management proforma.
	Introduce ACT therapy to support reflection linked to performance Management.		**Peer observation or JPD** is in place where it is appropriate.
	Develop a class team approach to JPD, keeping within class bubbles but supporting performance development.		Staff's reflections are purposeful and result in improved outcomes for children, particularly those identified as "vulnerable".
			Are staff purposefully reflective? Are they able to respond to their own reflections positively? How has this impacted for children? How do we know?
	Embed **"In the Moment Assessment"** to support purposeful assessment whilst **managing workload.** *With particular consideration to the added expectations of cleaning re Covid-19.*	Introduce the "cycles" and plan whole school key reminders.	Staff have a clear understanding of the new system. Staff are confident to implement it.
		Reflect on "Environment" and "Interactions" to support developing focused observation making, enabling purposeful assessment.	The assessment journals demonstrate progress in staff reflection and understanding of "purposeful assessment".

		Plan team and whole school time to enable **reflection** and development of the assessment approach.	Staff agree that the new system supports a reduction in workload.
		Plan regular input through the year, regarding **improving environment** and **quality interactions.**	*Is the new system in place? Are staff positively engaging with it? Has it had the hoped for impact on workload? Does it capture a child's learning with increased purpose? How do we know? Are parents/carers happy with the changes? Does it still provide what parents/carers want? Do parents/carers feel included in the process? How do we know?*
		Regular "monitoring" of new assessment. This will include SLT monitoring and staff monitoring.	
			Are staff managing workload? Do staff fell supported? Is high quality provision being maintained alongside staff reporting high wellbeing? How do we know?
	Introduce full approach in the Two's room	Atthia and Fiona to attend training.	Planning is manageable and purposeful.
		Lucy to support developing a plan for full introduction.	Assessment is manageable and purposeful.
		Lucy to meet with A and F regularly, using a "plan, do review" approach to develop this pedagogy.	Children are making at least good progress.
			There is a consistent approach within the new Two's team.