

# School Development Plan

## Ann Bernadt Nursery School

Autumn 2021 – Autumn 2022

### **Process and Aims**

The main body of this School Development Plan will run from the beginning of the Autumn Term 2021 until the beginning of the Autumn term 2022. 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.

### **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 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 Ann Berandt Nursery School Autumn 2021 – Autumn 2022**

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	2021 - 2022
<p><b>1. Quality of Education</b></p>	<p>1.1 Ensure full regard is given to children’s emotional well-being in light of pandemic and missed time in nursery</p> <p>1.2 Ensure all teaching staff are conversant with the new Framework and Curriculum so that they can make secure judgements on whether a child is on track and identify where a child needs additional support.</p> <p>1.3 Ensure all staff are differentiating the curriculum according to each child’s needs.</p> <p>1.4 Staff to continue to use Quality interactions, Makaton and extending vocabulary to maximise communication and language development.</p> <p>1.5 Ensure that a love of stories and the development of reading is at the core of our offer to children</p> <p>1.6 Continue to provide and refine opportunities for families/carers to learn about strategies to develop early reading skills</p> <p>1.7 Continue to provide opportunities for children to apply their phonic skills in shared reading activities.</p> <p>1.8 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>1.9 Examine practice and introduce further opportunities for children to hypothesise, experiment, observe and report on the world about them.</p> <p>1.10 Continue to monitor 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>

	1.11 Continue to monitor and refine the use of language within the school to ensure the extinction of gender stereotypical language and commentary.
<b>2. Behaviour and Attitudes</b>	2.1 Develop emotional coaching within the school to ensure staff and children develop the understanding and vocabulary to manage their emotions.  2.2 Review and update Behaviour Policy to incorporate learning, techniques and practice from emotional coaching training
<b>3. Personal Development</b>	3.1 Staff to use all opportunities to work with families to encourage good attendance 3.2 Staff to support children through emotional coaching to identify and manage their emotions
<b>4. Leadership and Management</b>	4.1 Work towards bringing the school and Federation back into a balanced budget. 4.2 Continue to develop leadership across the federation and within the school 4.3 Continue to develop research led initiatives within school and across the federation to drive forward improvements 4.4 Continue to drive forward initiatives to improve the emotional, physical and mental health of children, families and staff

## DETAILS

<b>Quality of Education</b>						
<b>Action</b>	<b>Lead Staff</b>	<b>Time scale</b>	<b>Resources Implication</b>	<b>Success Criteria</b>	<b>Monitoring arrangements</b>	<b>Impact and Evaluation</b>
1.1 Ensure full regard is given to children's emotional well-being in light of pandemic and missed time in nursery	Leadership and teaching staff	Ongoing	Training delivered by leadership during inset	Children scoring well against Leuven scales	Learning walks Teacher judgements Learning Journey observation sheet	
<b>Progress.</b> <ul style="list-style-type: none"> <li>• Emotional coaching training was revisited during September Inset to refresh staffs understanding in this area</li> <li>• Staff have particular regard to settling procedures and the importance of not rushing this process particularly as parents are still not being permitted into the nursery at drop off and pick up times.</li> <li>• Safeguarding training renewed during September inset</li> <li>• Staff meet every day to reflect on children's progress, highlight any concerns and discuss strategies to support individual children needs.</li> <li>• Head of School delivered training regarding Characteristics of Effective Learning, videos of children within the current cohort were examined which was vry relevant</li> </ul>						
1.2 Ensure all teaching staff are conversant with the new Framework and Curriculum so that they can make secure judgements on whether a child is on track and identify where a child needs additional support.	EHT and Head of School	Ongoing	Inset training Discussion time at end of session	New framework and curriculum embedded	Learning walks Examination of Learning Journals	
<b>Progress</b> <ul style="list-style-type: none"> <li>• September – training delivered during Inset on the new legal framework and curriculum options. Training included discussion on the main changes.</li> </ul>						

<ul style="list-style-type: none"> <li>• School is using Birth – 5 matters to guide understanding on identification of On track/not on track</li> <li>• Decision that teachers will head up 2 Year Old checks</li> <li>• EHT has personalised Birth – 5 Matters to make it easier for staff to link ranges to age of child</li> <li>• Discussions taken place during teachers meetings on the level and style of assessment</li> <li>• HoS has produced and staff are trialling a simplified and adapted Learning Journal observation sheet.</li> <li>• HoS attended training with LA consultant of assessment for SEND children</li> <li>• HoS is trialling paper Branch Map assessment for SEND children to support SENDif requests</li> <li>•</li> </ul>						
1.3 Ensure all staff are differentiating the curriculum according to each child's needs.	Leadership All teaching staff	Ongoing	Time for learning walks	School continues to differentiate the curriculum according to each child's needs	Learning walks Learning Journey record	
<b>Progress</b> <ul style="list-style-type: none"> <li>• Curriculum intent documents revised in September 21 to reflect the new Framework and curriculum approach. Maths and Literacy leads also had the opportunity to update document. Documents available on website.</li> <li>• Following teachers meeting staff resolved to continue to use observation and learning journals to note each child's journey and next steps on their learning journey</li> <li>• EHCP targets to feed into curriculum planning</li> </ul>						
1.4 Staff to continue to use Quality interactions, Makaton and extending vocabulary to maximise communication and language development.	All teaching staff	Ongoing	Twilight training time to re-embed Makaton	Staff confidently using Makaton in interactions with children. Staff also prioritising quality interactions	Learning walks, teaching observations, PMR,	
<b>Progress</b> <ul style="list-style-type: none"> <li>• <b>Leadership have run Makaton revision session and will continue to go over signs with staff throughout the year. Staff have shown commitment by looking up signs they have a particular need to use.</b></li> <li>• <b>Leadership will be auditing its use during teacher observations.</b></li> </ul>						

1.5 Ensure that a love of stories and the development of reading is at the core of our offer to children	Reading lead	Ongoing	Time for TLR holder to update core books. Money to spend on core books	Children exhibit a love of reading through their actions, behaviour and language.	Learning walks, teaching staff observations, one to one reading with children	
<b>Progress.</b> <ul style="list-style-type: none"> <li>• TLR holder is reviewing options following takeover of Company who promotes Letters and Sounds programme used by school. At present school will continue to use programme to familiarise children with early phonics.</li> <li>• Story bags re-introduced into classrooms following recommended removal at height of pandemic for hygiene reasons</li> <li>• TLR holder has revised core books and created one integrated list for 2 – 5 year olds, removing some books and adding others including an inclusive book about “Our Families”.</li> <li>• Staff developing a range of story groups including “active story” for younger and behaviourally challenged children as they adjust to nursery boundaries.</li> <li>• TLR holder and reviewed book collections to purchase additions to fill gaps created from day to day usage</li> </ul>						
1.6 Continue to provide and refine opportunities for families/carers to learn about strategies to develop early reading skills	TLR holder Teaching staff	Autumn 2	Time to engage parents	Parents/carers able to support their child’s early reading development in partnership with school	Feedback from parents/carers	
<b>Progress</b> <ul style="list-style-type: none"> <li>• Parents/Carers continue to have access to staff demonstrating reading approaches on website.</li> <li>• TLR holder has prepared a presentation to be recorded for website on how to support their child’s early reading development</li> </ul>						
1.7 Continue to provide opportunities for children to apply their phonic skills in shared reading activities.	Teaching staff	Autumn 1 and ongoing	Teaching sessions	Children on track for developing phonic awareness	Learning Journeys Teaching observations	
<b>Progress</b> <ul style="list-style-type: none"> <li>• Story bags and sound bags re-introduced</li> </ul>						



<ul style="list-style-type: none"> <li>• <b>TLR holder assessing alternatives to Letters and sounds</b></li> <li>• <b>Self-registration reintroduced</b></li> </ul>						
1.8 Review practice and provision to ensure all early mark making and writing opportunities are employed to maximise progress in this area of the curriculum.	Leadership Teachers	Autumn 1 and ongoing	Leadership time and time before and after session	Children on track regarding early mark making	Learning Journeys Teacher Judgements Teaching Observations	
<b>Progress</b> <ul style="list-style-type: none"> <li>• <b>Every classroom has mark making resources available. There are also a range of mark making resources available in the outside area</b></li> <li>• <b>There are many opportunities for large scale mark making such as painting, sticks in the sand, big chunky chalk.</b></li> <li>• <b>Practice to be reviewed during the re-introduction of teaching observations.</b></li> <li>• <b>Mark making display area in every room where children can independently display their work</b></li> <li>• </li> </ul>						
1.9 Examine practice and introduce further opportunities for children to hypothesise, experiment, observe and report on the world about them.	Leadership Teachers	Autumn 2	Time for cross federation working	Children on track regarding Understanding World		
<b>Progress</b> <ul style="list-style-type: none"> <li>• <b>Head of School applying for Science Week grant</b></li> <li>• <b>Meeting re-arranged to discuss ongoing science project</b></li> </ul>						
1.10 Continue to monitor and refine the provision and delivery of the curriculum to	Leadership Teachers	Autumn 2	Monitoring time within session and discussion	All children to have equal access to provision elements.	Learning walks Provisions audit	

ensure all children have equal access to all areas of the provision/curriculum to maximise equal opportunities for children.			time at end of sessions			
<b>Progress</b> <ul style="list-style-type: none"> <li>Developing and adapting provision to support high level (66%) of children who have SEND</li> </ul>						
1.11 Continue to monitor and refine the use of language within the school to ensure the extinction of gender stereotypical language and commentary.	All staff	Ongoing		Gendered language eztinguished.		
<b>Progress</b> <ul style="list-style-type: none"> <li>Twilight inset planned to review and remind staff of this need</li> </ul>						
<b>2.Behaviour and Attitudes</b>						
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.
<b>Progress</b> <ul style="list-style-type: none"> <li>Training revisited during September Inset</li> </ul>						

2.2 Review and update Behaviour Policy to incorporate learning, techniques and practice from emotional coaching training.	EHT Teaching staff	Autumn1 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.
<b>Progress:</b>						
<ul style="list-style-type: none"> <li>Draft Policy issued to all staff prior to presentation to FGB in December</li> </ul>						
<b>3. Personal Development</b>						
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
<b>Progress:</b>						
<ul style="list-style-type: none"> <li>Safeguarding Designated Lead has been working with other professionals where attendance is case specific to remove barriers to poor attendance</li> <li>EHT and Head of School continue to engage with other professional and has now held team around the school meetings</li> <li>Attending meetings to support vulnerable families</li> </ul>						
<b>4. Leadership and Management</b>						
4.1 Work towards bringing the school and Federation back into a balanced budget.	EHT School Business Manager HOS	Autumn 1 and ongoing	Work on budgets	School operating within its budget	Financial records and returns	
<b>Progress</b>						
<ul style="list-style-type: none"> <li>External audit held over summer holiday period</li> <li>EHT attending meetings with LA Director of Education and LA advisor</li> </ul>						

- 1 re-org completed 31 August 2021
- EHT working with school governing board to present a range of options for consideration at FGB meeting in December
- EHT working with Early Education and APPG on campaigning to keep nursery schools open.
- Staff attended march and presented petition to Downing St
- EHT questioned LA on the need to include nursery schools in place planning
- School increased top up charges
- School continues to work to a "no supply" policy, if anyone is off, that role is covered by existing staff including management covering in classes.
- Admin team looking at centralisation of activities as a cost saving exercise
- 18 October EHT submitted proposals to LA to support continuance of nursery school provision in Peckham area
- Resources committee held outcome of this meeting taken to Extraordinary governing body Meeting on 03.11.21

4.2 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.
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#### Progress

- EHT is mentoring HOS on school finance issues which is an identified need

4.3 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
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#### Progress

- **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.**
- **SENCo and EHT are continuing to work with Cherry Gardens Special School to track the progress of children with SEND.**

- Maths TLR holder has now achieved Specialist Leader of Education under DfE
- School is reviving Erasmus KA2 project which was interrupted by pandemic. Plan put in place to re-start project with Canary Island conference in February and London conference in June half term.
- School continues to work with the Reader in Particle Physics Kings College London to mentor post graduate students on equality projects. Currently working with two non- binary students on possible projects
- School planning to host Erasmus post graduate students from Spain on internships from January.

4.4 Continue to drive forward initiatives to improve the emotional, physical and mental health of children, families and staff	Leadership	Autumn1 ongoing	Twilight time and class discussion time	Children score well on Leavan scales	Learning Walks Learning Journeys OBServationsd	
<b>Progress</b> <ul style="list-style-type: none"> <li>• Head of School continues to prioritise emotional, physical and mental health in staff meetings.</li> <li>• EHT and HOS continuing to meet particular staff needs around flexible working where possible.</li> </ul>						