

School Development Plan

Ann Bernadt Nursery

Autumn 2017 – Autumn 2018

Process and Aims

The main body of this School Development Plan will run from the beginning of the Autumn Term 2017 until the beginning of the Autumn term 2018. 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
- Pupil tracking, rigorous data analysis and the school's assessment procedures
- Regular parent consultations
- National priorities and initiative
- School Peer to Peer Reviews
- 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 ore 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 ensue that the school provides good value for money in terms of the children's needs and school development.

Key Priorities for Ann Bernadt Nursery School Autumn 2017 – Autumn 2018

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	2017 - 2018
1. Effectiveness of Leadership and Management	<p>1. Strong, ambitious management to lead school to becoming an “outstanding “nursery.</p> <ul style="list-style-type: none"> • Develop capacity of assistant head to lead on teaching and learning both within the school and the wider borough of Southwark • Develop leadership within the two year old provision • Develop distributive leadership throughout the school • Leaders to ensure through robust monitoring cycle that key improvement priorities from the previous Ofsted inspection, LA reviews, leadership reviews and peer reviews are fully addressed and embedded effectively within practice • Ensure that CPD is matched to the developmental needs of individuals as well as whole school
2. Quality of Teaching Learning and Assessment	<p>2.1 Review and update school vision and ethos to incorporate developing practice</p> <ul style="list-style-type: none"> • Staff review and update of school vision and ethos • Governor review and update of school vision and ethos <p>2.2 Support for SEND children to be enhanced through staff training</p> <ul style="list-style-type: none"> • AHT to obtain SENCo qualification • AHT to attend European conference setting up etwinning projects with other nations re sharing good SEND practice • SEND staff to undertake training in Larissa Greece leaning new perspectives

	<p>2.3 Further improve the provision for 2 year olds within the school</p> <ul style="list-style-type: none"> • AHT to lead within 2 year old provision • All staff to develop an area of responsibility • Strong focus on enabling children to make rapid progress in Speaking within the 2 year old provision
<p>3. Personal Development Behaviour and Welfare</p>	<p>3.1 To further enhance physical safeguarding measures</p> <ul style="list-style-type: none"> • Schedule in works to incorporate cloakroom areas within classrooms in two year old provision and final “spare” classroom in preparation for opening it • Educate parents on FGM <p>3.2 To further empower staff with appropriate Behaviour Management strategies</p> <ul style="list-style-type: none"> • Staff to be trained in the use of “social stories” as a tool for modifying any undesirable behaviour. • More staff to be trained in Team Teach to ensure staff are proficient in safe handling of children techniques. • Ensure expectations for behaviour at group times are clearly set by practitioners <p>3.3 To ensure new and existing children are empowered by personal safeguarding strategies.</p>
<p>4. Outcomes for Pupils</p>	<p>4.1 Continued focus on aspirational target of 80% of children achieving 40 – 60 months E on exit particularly in the area of Literacy and Mathematics.</p> <ul style="list-style-type: none"> • Staff working to revised vision, mission and aims • Staff continue to develop “planning in the moment” • Staff continue to develop their own levels of involvement • Staff to cascade and embed learning outcomes from Erasmus+ training in Sweden, Regio Emelia, Latvia and Bratislava <p>4.2 A 10% increase in the percentage of children achieving ARE in the area of Reading in the 3 – 4 year old provision</p> <ul style="list-style-type: none"> • Embedding of new group times • Embedding of phonics work

	<ul style="list-style-type: none"> • Establish Reading Project with partner primary school • Establish joint library trips with parents and children <p>4.3 A 20% increase in the percentage of children reaching ARE in the area of Speaking in the two year old provision</p> <ul style="list-style-type: none"> • Focus on introduction of adult levels of involvement • Focus on quality interactions • Introduction of Talking Tables • Introduction of Talking Mats
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1. Effectiveness of Leadership and Management						
1.1 Strong, ambitious management to lead school to becoming an “outstanding” nursery						
Action	Lead Staff	Time scale	Resources Implication	Success Criteria	Monitoring arrangements	Impact and Evaluation
Develop capacity of assistant head to lead on teaching and learning both within the school and the wider borough of Southwark	EHT and AHT	Autumn 17 – Autumn 18	<p>AHT 2 days a week lead in 2 year old provision</p> <p>LA to cover the cost of AHT out of school</p> <p>Cost of SENCo course</p>	<p>AHT successfully completes SENCo course</p> <p>AHT to successfully carry out duties as Early Years champion within the borough</p> <p>AHT to successfully carry out role as NQT champion within the Borough</p>	<p>Appraisal</p> <p>Supervision</p> <p>School Data</p>	<p>Trained SENCo always available on site to deal with issues arising from the identification and support of SEND children</p> <p>AHT to take on a greater role in observations, monitoring and evaluation</p>

						EHT to be able to divide time equally across the Federation
Develop leadership within the two year old provision	EHT AHT Provision manager Ann Bernadt 2 Year Old manager from Nell Gwynn Staff within the two year old room EYE	Autumn 17 – Autumn 18	Time resource	AHT to work with two year old lead from Nell Gwynn and room manager Ann Bernadt to observe and enhance practice in two year old provision so that this growing area develops the best possible progress and achievement for children. Staff in 2 year old provision each to be given a curriculum area of responsibility to research and share their findings with other staff in peer to peer mentoring Patricia to lead on Talking Tables within the two year old provision	Observations Supervision Data Peer review	Practice strengthened in two year old provision Children making enhanced progress and achieving more Tie between 2 year old provision and 3-4 year old provision strengthened
Develop distributive leadership throughout the school	All staff	Continue autumn 1 and ongoing	time	All staff to have responsibility over a particular area	Performance management Learning walks Team meeting	Greater ownership of success of the school
Leaders to ensure through robust monitoring cycle that	EXT Ass Head	Ongoing	Time	Action points raised by review are acted upon and achieved	Learning Walks SLT meetings	School engaged in a process of

key improvement priorities from the previous Ofsted inspection, LAS reviews, Peer to Peer school reviews leadership reviews, are fully addressed and embedded effectively within practice	Teachers				Team Meetings	continual improvement
Ensure that CPD is matched to the development needs of individuals as well as whole school	EXT Ass Head Teachers	Ongoing	Time and training costs	Practitioners are able to demonstrate how training has impacted on process of continual improvement	Performance Management Supervision Feedback from training Feedback from parents/carers	School engaged in a process of continual improvement
2. Quality of Teaching Learning and Assessment						
2.1 Review and update school vision and ethos to incorporate developing practice						
Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
Staff review and update of school vision and ethos	EHT	First 3 weeks of Autumn 1	Time in Inset day	All staff have had the opportunity and fed into revised school aims and vision	Learning walks Parent consultation	Revised vision, aims and mission devised and shared with staff and users.
Governor review and update of school vision and ethos	Chair of governors	First 3 weeks of Autumn 1	Time in meeting	All governors have had the opportunity and fed into revised school aims, mission statement and vision	Learning walks Parent consultations	Revised vision, aims and mission statements devised and shared with staff

						and users.
2.2 Support for SEND children to be enhanced through staff training						
Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
AHT to obtain SENCo qualification	AHT	September to Easter	Cost of course	AHT successfully completes course	Appraisal and supervision	Trained SENCo available on site at all times providing support and guidance for SEND children and families
AHT to attend European conference setting up etwinning projects with other nations re sharing good SEND practice	AHT	Autumn 1	AHT out of school for two days	AHT is successful in initiating and sustaining etwinning projects with European partners.	Appraisal and supervision	Ann Bernadt benefitting from sharing and cascading of good European practice.
SEND staff to undertake training in Larissa Greece leaning new perspectives	EHT	Spring 2 – summer 2 then ongoing	Costs covered by European grant – training to take place in Easter Holiday	9 members of staff (predominantly support staff) to have taken part in and benefited from intense training in SEND	Project reporting Data Learning Journals Pupil progress meetings	Children to benefit from revitalised staff applying new knowledge into their practice
2.3 Further improve the provision for 2 year olds within the school						
Action	Lead staff	Time scale	Resources	Success criteria	Monitoring	Impact and

			implication		arrangements	evaluation
AHT to lead within 2 year old provision	AHT	Year long	AHT time	Growing two year old provision to provide enhanced outcomes for children in both progress and achievement levels	Observations Learning walks Data PM Supervision Parental feedback	Increase in % of children making rapid progress and achieving ARE on transition to 3 – 4 year old provision
All staff to develop an area of responsibility	All staff	Year long	Staff time	All staff to be responsible for an area of learning within two year olds and introduce improvements	Observations Learning walks Data PM Supervision Parental feedback	Practice continues to develop and grow and provide excellence for children
Strong focus on enabling children to make rapid progress in Speaking within the 2 year old provision	AHT Patricia	Year long	Staff time Financial resources	Strong focus on quality interactions Introduction of Talking Tables in Two Year Old Strong focus on developing understanding of Adult levels of involvement and the effect of high levels of involvement on outcomes for children	Observations Learning walks Data PM Supervision Parental feedback	Children make rapid progress in the area of speaking enabling them to better access the curriculum as they develop

3. Personal Development, Behaviour and Welfare

3.1 To further enhance physical safeguarding measures

Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
Schedule in works to incorporate cloakroom areas within classrooms in two year old provision and final “spare” classroom in preparation for opening	EHT	Easter 2018	Capital costs	Remaining classrooms have cloakroom areas incorporated into them	Risk assessment of areas	Children’s safety and security enhanced by having cloakrooms inside of classrooms
Educate parents on FGM	EHT	Autumn 2	Training room availability	Increased awareness of FGM issues in parent body	Parental feedback	Child and family safety enhanced

3.2 To further empower staff with appropriate behaviour management strategies

Staff to be trained in the use of “social stories” as a tool for modifying any undesirable behaviour.	EHT	Autumn 2	Finance for training	Staff trained in this technique and using the tool appropriately	Examination of social stories	Social stories used successfully to modify behaviour where appropriate
More staff to be trained in Team Teach to ensure staff are proficient in safe handling of children techniques.	EHT	Autumn 2	Training costs	Staff not yet trained in Team Teach to receive training in this area	Examination of training needs	Staff all trained in and able to use Team Teach techniques
Ensure expectations for behaviour at group times are clearly set by practitioners	Key Workers	Autumn 1 and ongoing	Group time	Children aware of and able to respond to boundaries and expectations of group time	Observations Learning Journeys	Children able to gain maximum benefit from Group times

					Date	
3.3 To ensure new and existing children are empowered by personal safeguarding strategies						
	Key Workers	Autumn 1 and ongoing	Group time	Children when questioned are able to talk about and show understanding of how to prevent unwanted behaviour from others and the key elements of the Pants programme	Observations Questioning Learning Journeys Data	Children able to use some key elements of keeping themselves safe
4. Outcomes for pupils						
4.1 Continued focus on aspirational target of 80% of children achieving 40 – 60 months emerging on exit particularly in the area of Literacy and Mathematics						
Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
Staff working to revised vision, mission and aims	EHT	End of Autumn 1	Staff inset	Revised Vision, Mission and Aims produced, shared and displayed and staff guided and working to principals	Observations PM Supervision Data Learning Journeys	Enhanced, vision, Aims and Mission guiding all stakeholders in providing children with best possible outcomes from nursery school
Staff continue to develop	EHT	End of	Staff conference	Staff continue to develop	Observations	Children make

"planning in the moment"	AHT Ana Ephgrave	Autumn 1	with Ana Ephgrave	practice and the environment providing children with first class environment and quality adult interactions	PM Supervision Data Learning Journeys	rapid progress and greater percentages reach ARE
Staff continue to develop their own levels of involvement	AHT	Autumn 1 and ongoing	Staff inset led by AHT	Staff introduced to the principles and practice of their own Levels of Involvement contributing to enhanced children progress and achievement. High staff levels of involvement evident on all learning walks	Learning Walks Observations PM supervision	High level of staff involvement leading to enhanced progress and achievement for children
Staff to cascade and embed learning outcomes from Erasmus+ training in Sweden, Regio Emilia, Latvia and Bratislava	EHT, AHT Staff taking part in training and All other staff	Autumn 1 and ongoing	Training Staff inset and twilight	Staff to evaluate training and introduce most appropriate systems and practices at Ann Bernadt and Federated Nursery Nell Gwynn Positive feedback from etwinning partners	Reports Observations PM Learning Journeys Data Pupil Progress Meetings.	Practice enhanced and improved through involvement n European training initiatives
4.2 A 10% increase in the percentage of children achieving ARE in the area of Reading in the 3 – 4 year old provision						
Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
Embedding of new group times	Key Workers	Autumn 1 and spring 1	Staff inset	Key Workers successfully delivering group times including key elements agreed	Observations Learning walks	Children benefiting from high quality group times

				by all i.e. number work, early phonics work, story work, and Tales Toolkit	Monitoring visits	
Embedding of phonics work	EHT	Autumn 2	Staff inset	Learning walks confirm Key workers are consistently delivering age appropriate phonic activities	Observations Learning walks Monitoring visits Data	Children Children making good progress and showing % increase in this area in the data
Establish Reading Project with partner primary school	AHT	Autumn 1	Collaborative time with partner school	Reading project established with partner primary school on model developed at Nell Gwynn	Observations Feedback	Children making good progress and achieving well in Reading.
Establish joint library trips with parents and children	EHT Parents	Autumn 1	Volunteer parents	Groups of children successfully visiting library	Monitoring Data	
4.3 A 20% increase in the percentage of children reaching ARE in the area of Speaking in the two year old provision						
Focus on introduction of adult levels of involvement	AHT	Autumn 1 and ongoing	Staff inset	Staff have gained an insight into Adult Levels of Involvement and are consistently scoring highly based on evidence gathered during learning walks	Learning Walks Observations	Greater staff satisfaction and children making enhanced progress and achieving more
Focus on quality interactions	EHT AHT	Autumn 1 and ongoing	Staff twilight	Staff are all able to engage in high quality interactions with the focus on moving language and understanding forwards	Observations – learning walks	Children make good progress in language acquisition enabling them to better engage with the curriculum
Introduction of Talking Tables	Patricia	Autumn 1	Training of	Children make progress in	Observations	Children are able

	Omodorian Daniel (EYE)	ngoing	additional staff in talking tables	speaking through the introduction of Talking Tables	Data	to engage more fully with the curriculum through enhanced language acquisition
Introduction of talking Mats	Staff in two year old	Autumn 1 and ongoing	Staff training	Childrens communication is supported through this age appropriate tool	Observations Data	Children are able to engage more fully with the curriculum through enhanced language acquisition