

# School Development Plan

Ann Berandt Nursery

Autumn 2018 – Autumn 2019

### **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
- Peer to Peer school reviews
- Pupil tracking, rigorous data analysis and the school's assessment procedures
- Regular parent consultations
- National priorities and initiative
- 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 Bernadt School Autumn 2018 – Autumn 2019

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	2018 - 2019
<b>1. Effectiveness of Leadership and Management</b>	<p><b>1. Strong, ambitious management to lead school to becoming an “outstanding “nursery.</b></p> <ul style="list-style-type: none"> <li>• Leaders to ensure through robust monitoring cycle that key improvement priorities from the previous Ofsted inspection, LA reviews, leadership reviews are fully addressed and embedded effectively within practice</li> <li>• Ensure that CPD is matched to the developmental needs of individuals as well as whole school</li> </ul>
<b>2. Quality of Teaching Learning and Assessment</b>	<p>2.1 Continue to develop the provision to reflect best practice from observations of other outstanding practice and through interpretation of research led initiatives</p> <p>2.2 Continue to develop speaking and listening opportunities</p> <ul style="list-style-type: none"> <li>• Staff to use and apply knowledge of Word Level Assessment to ensure early identification of language needs</li> <li>• Staff to use Makaton to support and advance communication and speaking opportunities</li> <li>• All staff to be strongly focused on providing high quality adult interactions as a means of developing communication and language</li> </ul> <p>2.3 Cascade improvements through involvement in 2 year Erasmus plus initiative from staff CPD visits to Sweden and Iceland</p> <p>2.4 Continue to embed and standardise assessment procedures</p>

	2.5 Enhance expertise in the field of autism particularly within the two year old team
<b>3. Personal Development Behaviour and Welfare</b>	<p>3.1 To ensure new and existing children are empowered by personal safeguarding strategies</p> <ul style="list-style-type: none"> <li>• All staff to work with returning and new children and families to ensure knowledge of and confidence in using NSPCC PANTS Programme</li> <li>• All staff to work with returning and new children and families to ensure knowledge of and confidence in using all means to prevent unwanted behaviours from peers</li> </ul> <p>3.2 To diminish gender differences through staff behaviours towards children</p> <ul style="list-style-type: none"> <li>• Staff to promote gender equality and oppose gender discrimination in all its forms and foster positive attitudes and commitment to an education for equality</li> </ul> <p>3.3 To enhance the understanding of gender equality at child level</p> <ul style="list-style-type: none"> <li>• Staff through their behaviours and language to work towards diminishing differences in aspirational ideas.</li> <li>• Children to be provided with positive role models e.g. female mechanics, football players, male dancers, to break down perceived gender stereotypes</li> </ul> <p>3.4 To enhance the understanding of gender equality at family level</p> <ul style="list-style-type: none"> <li>• Staff to work with families to engender their support with the above work</li> </ul> <p>3.5 Continue to develop as a “Healthy School”</p> <ul style="list-style-type: none"> <li>• School to work with City Hall on pilot programme to improve air quality</li> </ul>
<b>4. Outcomes for Pupils</b>	4.1 Provide opportunities through teaching and provision to maximize progress for all children in the area of Speaking

	<p>4.2 Provide opportunities through teaching and provision to maximize progress for all children in the area of People and Communities</p> <p>4.3 Provide opportunities through teaching and provision to maximize progress for all children in the area of Writing.</p>
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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
Leaders to ensure through robust monitoring cycle that key improvement priorities from the previous Ofsted inspection, LA reviews, Peer to Peer school reviews leadership reviews, are fully addressed and embedded effectively within practice	EXT Ass head  Teachers	Ongoing	Time Reports	Action points raised by reviews are acted upon and achieved	Learning Walks SLT meetings Team Meetings	School engaged in a process of continual improvement

#### Progress

#### Ofsted comments

- **recent improvements in the quality of teaching are embedded, particularly in the two-year-old provision, to maximise children’s progress over time**

Lead in two year old provision has been enrolled on a middle leadership course which will involve an action research element

Federated research led audit has commenced looking at providing a more autism friendly environment in the two year old provision

The appointment of new teacher has led to positive impact across the school through mentoring of other staff and by example

Fences have been removed between two and three year old provision and the environment further enhanced with the provision of a ground level pond and access to wooded area. Two year old children have access to all classrooms and benefitting from interactions with older children and the full staff team.

Whole school inset on producing action plan to incorporate Reggio emilia outcomes

Plastic being replaced by natural materials

- **teaching consistently promotes excellent gains in children’s communication and language skills.**

All staff trained in Makaton. Makaton is practiced daily in the morning meeting. Refresher course held in September. Observations have noted that Makaton is being widely used to support children’s communication

Several staff attended Network meeting re working with EAL children and cascaded training to colleagues.

Action	Lead staff	Time scale	Resources implications	Success criteria	Monitoring arrangements	Impact and evaluation
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

**Progress**

- **Head of School at Nell Gwynn submitted evaluation documentation for Erasmus+ project of staff attending training in Sweden and Reggio Emilia and received high score of 77 for how practice and provision had been enhanced and cascaded following courses**
- **One member of staff undergoing training with Southwark Teaching School Alliance on becoming lead practitioner for cascading training.**

- School continues to train and engage in programme of Peer Review and Improvement Facilitators
- Staff have taken part in Gender Possibility course in Sweden and are cascading practice whilst enhancing own practice and provision within setting
- Research project launched across the federation on enhancing environment in 2 year old provision in response to increased numbers of children in 2 year old provision diagnosed with autism
- Practice and provision continues to improve as a result of international CPD and research led principles.

## 2. Quality of Teaching Learning and Assessment

### 2.1 Continue to develop the provision to reflect best practice from observations of other outstanding practice and through interpretation of research led initiatives

Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
Staff to evaluate findings from international CPD, Peer to Peer Reviews, LA visits, governor visits, training, and research led initiatives, from this produces action plan, initiate and review	All staff	Ongoing	International CPD opportunities, Peer Reviews, LA visits, research led initiatives,  Time in staff meetings to produce plan	Review of initiatives show positive outcomes	Learning Walks  Staff meetings  Conclusions and reports from research led initiatives	Continually improving practice and provision,

#### Progress

- Head of School at Nell Gwynn submitted evaluation documentation for Erasmus+ project of staff attending training in Sweden and Reggio Emilia and received high score of 77 for how practice and provision had been enhanced and cascaded following course
- School continues to train and engage in programme of Peer Review and Improvement Facilitators
- Staff have taken part in Gender Possibility course in Sweden and are cascading practice whilst enhancing own practice and provision within setting. EHT has been working with community engagement officer at Notting Hill Housing Genesis to introduce a range of initiatives including

positive role models of women working in construction, hosting evenings for parents on employment opportunities and pathways into employment within the construction industry. Bricklayers and carpenters demonstrating crafts to children.

- EHT led Education Panel at Mayors Equal Play conference
- EHT as Strategic Partner within Teaching School Alliance part of consortium who submitted application to Mayor to deliver pan London training to Level 3 practitioners to encourage and support them into 2 year old leadership positions.
- Research project launched across the federation on enhancing environment in 2 year old provision in response to increased numbers of children in 2 year old provision diagnosed with autism
- Practice and provision continues to improve as a result of international CPD and research led principles.
- Fences removed between the 2 and 3 year old provision so children can free flow and take advantage of interactions with older children in more naturalistic way and have access to whole staff base. (Research led initiative that revealed children benefit massively from these interactions)

**2.2 Continue to develop speaking and listening opportunities**

Staff to use and apply knowledge of Word Level Assessment to ensure early identification of language needs	Staff who have received training	Ongoing	Training is free  Cover costs only	Children who need support with speech and language identified early and support put in place	Individual records for children  SEND provision map  Pupil progress meetings	Children with identified speech and language needs supported to improve
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**Progress:**

- Our staff team continues to undertake Evelina speech and language therapy training (2.5 days), which is broadening their knowledge of speech and language development, while providing strategies to support Ann Berandt children.
- Improved early identification of speech and language needs and referrals for speech and language assessments taking place as children’s needs become evident. We are becoming more skilled at identifying those children within the two year olds who need a speech and language assessment.
- Language development is tracked through children’s learning journeys and shared with parents/carers. Strategies for promoting listening and attention, understanding and speaking are discussed with parents during learning journey meetings as well as Team Around the Child meetings.

Staff to use Makaton to support and advance communication and speaking opportunities	All staff	Ongoing	Time for teams to practice and keep signs fresh in memory	All staff supporting communication through Makaton use	Learning walks Governor visits	Children's communication supported through Makaton use
<b>Progress:</b> <ul style="list-style-type: none"> <li>• <b>Refresher training took place in September 2018</b></li> <li>• Staff are using morning meeting time to embed Makaton</li> <li>• Makaton books in each room and staff room to refer to when needed</li> <li>• Makaton sign of the week is displayed and used with the children and on website for parents</li> </ul>						
Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
All staff to be strongly focused on providing high quality adult interactions as a means of developing children's speaking and listening opportunities	EHT	Autumn 1 ongoing	Training	All staff delivering high quality interactions with children	Learning Walks Observations Data	Children making rapid progress in the areas of Speaking and Listening
<b>Progress</b> <ul style="list-style-type: none"> <li>• <b>Teaching observations and LA visits have revealed that staff are consistently using quality interactions with children</b></li> <li>• <b>Ongoing discussions in morning meetings and teacher's meetings regarding speaking and listening opportunities</b></li> </ul>						
<b>2.3 Cascade improvements through involvement in 2 year Erasmus+ initiative from staff CPD visits to Sweden and Iceland</b>						
Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
Staff to cascade and embed learning outcomes from Erasmus+ training in Sweden, and Iceland	EHT, Assistant Head Staff taking part in training and	Autumn 1 and ongoing	Training Staff inset and twilight	Staff to evaluate training and introduce most appropriate systems and practices at Ann Berandt  Positive feedback from etwinning partners	Reports Observations PM Learning Journeys	Practice enhanced and improved through involvement in European training initiatives

	All other staff				Data Pupil Progress Meetings.	
<b>Progress</b> <ul style="list-style-type: none"> <li>• Many outcomes from Italy visit to Reggio Emilia embedded in the use of more natural materials</li> <li>• School has joined the Scrap Store Scheme for enhanced access to more natural material</li> <li>• Block play has been extended through the provision of pipes and shapes obtained through the scrap scheme</li> <li>• EHT has planned visit to building site to identify recyclable materials for use in school</li> <li>• September INSET held on outcomes of Reggio visit</li> <li>• School has scheduled series of Learning Mornings for interested practitioners through the Southwark Teaching School Alliance</li> </ul>						
<b>2.4Continue to embed and standardise assessment procedures</b>						
Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
Continue to embed and standardise assessment procedures	EHT Ass Head	Ongoing	Time Inset time	Staff confidently completing learning journeys to high standard incorporating all necessary assessment areas.	EHT Ass head and LA consultant to regularly monitor Learning journey documentation	Children's assessments are thorough, moderated, cover all areas of the curriculum, parents are consulted and next steps clearly identified and checked as to whether reached.
<b>Progress</b> <ul style="list-style-type: none"> <li>• Checklist produced for staff to guide them in all the elements they need to consider in assessment strategies reported on in Learning Journeys</li> <li>• Monitoring has been carried out across school</li> </ul>						

- Individual feedback provided to staff
- Internal moderation to take place (Nov. '18)
- INSET session planned for January 2019 for staff to share and moderate across the federation

## 2.5 Enhance expertise in the field of autism particularly within the two year old team

Enhance Expertise in the field of autism particularly within the two year old team through research led project into autism friendly environment	EHT Head of School Nel Gwynn Assistant Head Ann Bernadt Lead practitioner in two year old room Staff in two year old room	Autumn 1 and ongoing	Release time for training of lead practitioners	Positive evaluation of project	Discussion of outcomes with wider team involved in research led project at STSP	A more autism inclusive provision, calmer children better able to access the curriculum
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### Progress

- Project has commenced with initial audit of two year old environment led by Nell Gwynn Head of School at AB and Assistant Head of AB at NG
- Initial alterations have been introduced and evaluation undertaken, project will continue to develop over the year
- Interviews with Two Year Old staff have taken place to capture their views
- Federated training on Autism project: 20<sup>th</sup> Nov

## 3. Personal Development, Behaviour and Welfare

### 3.1 To ensure new and existing children are empowered by personal safeguarding strategies

Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
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As above	Key Workers	Autumn 1 and ongoing	Group time and ad hoc opportunities	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
<b>Progress</b> <ul style="list-style-type: none"> <li>• Staff have continued to work with children on above strategies.</li> <li>• Children have continued to learn songs about respecting their own bodies and those of others.</li> <li>• Teaching staff have been modelling vocabulary and phrases to help children express themselves.</li> </ul>						
<b>3.2 to Diminish gender differences through staff behaviours towards children</b>						
Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
Staff to promote gender equality and oppose gender discrimination in all its forms and foster positive attitudes and commitment to an education for equality	EHT and Ass Head	Autumn 1 and ongoing	Thinking time  Parent meetings	Children have the confidence and knowledge to believe that they are equal in all respects	Learning walks of environment  Learning Journeys Data	Girls to grow in confidence and self belief and boys to be able to develop their emotional expression
<b>Progress</b> <ul style="list-style-type: none"> <li>• <b>Study visit undertaken in autumn half term</b></li> <li>• <b>Initial feedback has taken place</b></li> <li>• <b>EHT had wider impact through work with City Hall and member of Count Me In, LA equality group</b></li> <li>• <b>Network meeting planned for November 2018 to deliver outcomes to wider audience to have wider impact in borough</b></li> <li>• <b>Variety of families portrayed on family notice boards.</b></li> <li>• <b>Display work - Stonewall</b></li> <li>• <b>Inset planned for January 2019</b></li> </ul>						

<b>3.3 to enhance the understanding of gender equality at child level</b>						
Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
Children to have access to positive and inspiring role models, e.g. male story tellers, female mechanics and scientists to reinforce beliefs that girls can be scientists and mechanics and it is OK for boys to work in more creative fields.	Ass Head	Ongoing	Parents contacts	Children inspired to broaden their interests and understand that there are no limits	Learning walks Learning journeys Data	Children inspired to believe that there are no limits in following their interests.
<b>Progress</b> <ul style="list-style-type: none"> <li>• EHT working with Notting Hill Housing group to provide positive role models in construction industry</li> <li>• Photographic displays produced</li> <li>• Parents/carers are invited in to share information about their careers to support children's aspirations</li> <li>• Children of all genders have been accessing toys and resources, such as pretend tools with greater equilibrium</li> <li>• Fabrics are available so that children can create their own costumes without subscribing to stereotypical costumes</li> </ul>						
<b>3.4 To enhance the understanding of gender equality at family level</b>						
Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
To work with parents to show them how stereotypical choices are reinforced in children and in doing so break down the barriers to aspiration	EX and Assistant Head	Jan 2019 ongoing	Parental workshop	Parents have a greater understanding of how we unintentionally limit our children's' aspirations through the slogans on clothes that we buy our children and the toys we present them with	Feedback from workshop	To begin to break down stereotypical attitudes held about boys and girls and what they need, how they should be dressed and the toys they should play with.

<b>Progress</b>						
<ul style="list-style-type: none"> <li>Information on website – A Mighty Girl Newsletter and Fatherhood Institute bulletins</li> <li>Books and stories which promote equality and break down gender stereotypes, accessible to all children. These have sparked interesting discussions with the children.</li> <li>Discussions taking place with parents during learning journey meetings.</li> </ul>						
<b>3.6 Continue to develop as a healthy school</b>						
Ann Bernadt to work with City Hall on pilot programme to improve air quality	EHT	Ongoing	Time	Accepted onto programme with City Hall to enhance air quality for children at Nell Gwynn	External evaluation of pilot	The health of pupils and families is actively improved by improving the air quality around the school.
<b>Progress</b>						
<ul style="list-style-type: none"> <li>Bid submitted awaiting outcome</li> </ul>						
<b>4. Outcomes for pupils</b>						
<b>4.1 Provide opportunities through teaching and provision to maximise progress for all children in the area of Speaking</b>						
Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
Staff to use all opportunities to increase progress and capability of children in the area of Speaking.	EHT Ass Head Teachers EYE's Support staff Admin staff	Autumn 1 and ongoing	time	35% of children making rapid progress in this area from Baseline	Learning Journeys  Data	Children's speaking competencies are enhanced, leading to improved competencies across the curriculum

<b>Progress</b>						
<ul style="list-style-type: none"> <li>• Makaton being embedded (see earlier)</li> <li>• Summer 18 data reveals rate of progress in this area of the curriculum is growing.</li> <li>• Home languages are recognised and celebrated: 'Language of the Month'</li> <li>• Songs are sung in children's home languages</li> </ul>						
<b>4.2 Provide opportunities through teaching and provision to maximize progress for all children in the area of People and communities</b>						
Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
Staff to use all opportunities to increase progress and capability of children in the area of Speaking.	EHT, Assistant Head Teachers EYE's Support staff/ Admin	Autumn 1 and ongoing	time	35% of children making rapid progress in this area from Baseline	Learning Walks  Learning journeys  Data  Observations	Children making enhanced progress and achieving more
<b>Progress</b>						
<ul style="list-style-type: none"> <li>• It has been identified through data interrogation that the high level of EAL children (46%) may be influencing the achievement level in this area as children have to be assessed through language.</li> </ul>						
<b>4.3 Provide opportunities through teaching and provision to maximize progress for all children in the area of Writing</b>						
Action	Lead staff	Time scale	Resources implication	Success criteria	Monitoring arrangements	Impact and evaluation
Staff to use all opportunities to increase progress and capability of children in the area of Writing.	EHT, Assistant head Teachers EYE's	Autumn 1 and ongoing	time	35% of children making rapid progress in this area from Baseline	Learning Walks  Learning journeys  Data	Children making enhanced progress and achieving more

	Support staff Admin staff				Observations	
<b>Progress</b> <ul style="list-style-type: none"> <li>• Further opportunities provided for transportable mark-marking indoors and out (permanent and non-permanent).</li> <li>• Greater accessibility to a range of writing tools and materials which promote early writing.</li> <li>• Children have been sharing early writing samples with one another and there are displays throughout the nursery which feature children's early writing (spanning the developmental phases).</li> <li>• Teaching staff have been using Southwark exemplification materials to reflect on children's progress and attainment within early writing. This has supported greater accuracy assessment wise.</li> </ul>						
Staff to use all opportunities to scribe for children	All staff	Autumn 1 and ongoing	Staff training	Children have a greater understanding of the purpose of writing and are inspired to explore more for themselves	Learning walks Work samples Learning journeys Data	Progress and achievement in writing is enhanced
<b>Progress</b> <ul style="list-style-type: none"> <li>• Staff actively scribe for children, modelling enjoyment in hand writing which promotes children's interest and willingness to engage in writing.</li> <li>• Children have been refining their hand writing by engaging in hand writing on their own initiative. Staff have given input with letter formation in a sensitive manner.</li> <li>• Teaching staff have scribed for children when they wanted to convey information within s. When children have wanted to compose a recipe then adults have been on hand to scribe. Children are becoming more keenly aware of adults as scribes.</li> </ul>						
Story scribing used by all practitioners to model writing for children and develop story telling ability	All teaching staff	Autumn 1 and ongoing	Staff training	Children are making noticeable progress in their story telling ability and showing a greater interest in mark making and writing.	Learning walks Work samples Learning journeys Data	Children develop as confident story tellers with something to write about
<b>Progress</b> <ul style="list-style-type: none"> <li>• Teaching staff scribe stories regularly for children as part of the Helicopter Project (Vivian Gussin Paley).</li> <li>• Children have been writing their own stories with and without input from adults. They have been creating their own illustrations to accompany stories.</li> </ul>						