

# School Development Plan

## Nell Gwynn Nursery

2022 –2023

### **Process and Aims**

The main body of this School Development Plan will run from the beginning of the Autumn Term 2022 until the beginning of the Autumn term 2023. 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 Nell Gwynn Nursery School Autumn 2022 – Autumn 2023

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	2022 - 2023
<b>1.Quality of Education</b>	<p>1.1 Ensure full regard is given to children’s emotional well-being in light of pandemic</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 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>1.8 Provide opportunities for children to explore, recognise and create patterns as the foundation for early mathematical learning.</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 To promote good oral health through stories, songs, and discussions. Children should be encouraged to look at their teeth in the mirror and brushing techniques explored with props and puppets.</p>

	<p>1.11 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> <p>1.12 Continue to monitor and refine the use of language within the school to ensure the extinction of gender stereotypical language and commentary.</p>
<b>2. Behaviour and Attitudes</b>	<p>2.1 Develop emotional coaching within the school to ensure staff and children develop the understanding and vocabulary to manage their emotions.</p> <p>2.2 Review and update Behaviour Policy to incorporate learning, techniques and practice from emotional coaching training</p>
<b>3. Personal Development</b>	<p>3.1 Staff to use all opportunities to work with families to encourage good attendance</p> <p>3.2 Staff to support children through emotional coaching to identify and manage their emotions</p>
<b>4. Leadership and Management</b>	<p>4.1 Work towards bringing the school and Federation back into a balanced budget.</p> <p>4.2 Continue to develop leadership across the federation and within the school</p> <p>4.3 Continue to develop research led initiatives within school and across the federation to drive forward improvements</p> <p>4.4 Continue to drive forward initiatives to improve the emotional, physical and mental health of children, families and staff</p>

## 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 staff	Ongoing	Training delivered by leadership during insets	Children scoring well against Leuven scales and birth to 5 matters	Learning walks Appraisals Detailed observation sheet	
<p><b>Progress.</b></p> <ul style="list-style-type: none"> <li>• <b>Emotional coaching training was revisited during September Inset to refresh staffs understanding in this area</b></li> <li>• <b>Staff have particular regard to settling procedures and the importance of not rushing this process</b></li> <li>• <b>Safeguarding training renewed during September inset</b></li> <li>• <b>Head of School witnessed emotional coaching during observations on the staff team</b></li> <li>• <b>Parents reading to children in a school setting has been reintroduced</b></li> <li>• <b>Team around the School meeting actions to be reviewed</b></li> <li>• <b>Some staff completed emotional wellbeing training for under 5’s</b></li> <li>• <b>Staff delivered significant amounts of behavioural training for children who were struggling after the pandemic.</b></li> </ul>						
1.2 Ensure all staff are conversant with the new Framework and Curriculum so that they can make secure	EHT and Head of School	Ongoing	Inset training Discussion time at end of session	New framework and curriculum continues to be embedded	Learning walks Examination of detailed learning observations	

<p>judgements on whether a child is on track and identify where a child needs additional support.</p>						
<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• To revisit training on the new legal framework and curriculum options. Training to include discussion on the main changes.</li> <li>• School is using Birth – 5 matters to guide understanding on identification of On track/not on track</li> <li>• Decision that teachers will have oversight of 2-Year-Old checks</li> <li>• Assessment systems are appropriate to new framework and cohort</li> <li>• EHT has personalised Birth – 5 Matters to make it easier for staff to link ranges to age of child</li> <li>• HoS has produced and staff are using a simplified and adapted detailed observation sheet.</li> <li>• HoS attended training with LA consultant of assessment for SEND children</li> <li>• Head of School delivered training regarding children being on track or not on track</li> <li>• Training also around new developments regarding two year old checks</li> <li>• Transition Report update to reflect new changes</li> <li>• All staff up to date with revised two year old checks</li> </ul>						
<p>1.3 Ensure all staff are differentiating the curriculum according to each child's needs.</p>	<p>Leadership All teaching staff</p>	<p>Ongoing</p>	<p>Time for learning walks</p>	<p>School continues to differentiate the curriculum according to each child's needs</p>	<p>Learning walks Learning Journey record</p>	
<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• Curriculum intent documents revised and implemented. Documents available on website.</li> <li>• EHCP to feed into curriculum planning specific to that child</li> <li>• SEND children have sensory profiles which feature information about their particular sensory needs.</li> <li>• Sensory provision in use</li> <li>• Assessment and observation systems continue to evolve to reflect new curriculum and frame work</li> </ul>						

1.4 Staff to continue to use Quality interactions, Makaton and extending vocabulary to maximise communication and language development.	All staff	Ongoing	Twilight training time to revisit Makaton	Staff confidently using Makaton in interactions with children. Staff also prioritising quality interactions	Learning walks, Detailed observation sheets	
<b>Progress</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• This will be revisited in Autumn term</li> </ul>						
1.5 Ensure that a love of stories and the development of reading is at the core of our offer to children	All staff	Ongoing	Core books are relevant Enhanced library	Children exhibit a love of reading through their actions, behaviour and language.	Learning walks, staff observations, reading with children	
<b>Progress.</b> <ul style="list-style-type: none"> <li>• Letters and sounds provision develops early reading skills</li> <li>• Story bags re-introduced into classrooms at an appropriate time</li> <li>• Staff will run “active story” for younger and those children adjusting to nursery boundaries</li> <li>• Reintroduction of special events to develop love of reading</li> <li>• Library restored, children encouraged to borrow books, parents encouraged to read when available. It has been noted that children are needing a lot of input on the appropriate care of books</li> <li>• Ensure a wide range of books that are representative of the whole community</li> </ul>						
1.6 Continue to provide and refine opportunities for families/carers to learn about strategies to develop early reading skills	All staff	Ongoing	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 in school setting</li> </ul>						



<ul style="list-style-type: none"> <li>Library provision to be enhanced</li> </ul>						
1.7 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 All staff	Ongoing	Leadership time and time before and after session	Children on track regarding early mark making	Detailed observation sheet Staff appraisal Leadership observations	
<b>Progress</b> <ul style="list-style-type: none"> <li>To be reviewed after Teaching and Learning review in the Autumn term</li> </ul>						
1.8 Provide opportunities for children to explore, recognise and create patterns as the foundation for early mathematical learning.	Leadership Staff	Ongoing	Time for training in respect to early maths.  Cross federation working	Children to become confident in making patterns and seeing connections.  Children on track in regards to Mathematical Development.	Leadership observations	
<b>Progress</b> <ul style="list-style-type: none"> <li>To be reviewed after Teaching and Learning review in the Autumn term</li> </ul>						
1.9 Examine practice and introduce further opportunities for children to hypothesise, experiment, observe and report on the world about them.	Leadership Staff	Ongoing	Time for cross federation working	Children on track regarding Understanding World		
<b>Progress</b> <ul style="list-style-type: none"> <li>School achieved Gold Award for growing and nurturing plants.</li> </ul>						

<ul style="list-style-type: none"> <li>• Pond has been an area of fascination for children.</li> <li>• Staff have been creating information books with children</li> <li>• Relied more on natural and found objects rather than bought</li> <li>• Cooking resumed to look at change processes.</li> <li>• Children have been making own playdough again, they know what they need to make playdough.</li> <li>• Further review after T+L review in Autumn term</li> </ul>						
1.10 To promote good oral health through stories, songs, and discussions. Children should be encouraged to look at their teeth in the mirror and brushing techniques explored with props and puppets.	Leadership and staff	Ongoing	Visits from professionals related to oral health and training for staff	Children to experience good oral health and parents/carers to become more informed on oral health for under fives	Leadership observations	
<b>Progress</b> <ul style="list-style-type: none"> <li>• To be reviewed after Teaching and Learning review in the Autumn term</li> </ul>						
1.11 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.	Leadership Staff	Ongoing	Monitoring time within session and discussion time at end of sessions	All children to have equal access to provision elements.	Learning walks Provisions audit	
<b>Progress</b> <ul style="list-style-type: none"> <li>• Staff have been working to reduce gender prejudicial statements to ensure there are no barriers.</li> <li>• Further review after Teaching and Learning review in the Autumn term</li> </ul>						

1.12 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 extinguished.		
<b>Progress</b> <ul style="list-style-type: none"> <li>• <b>HoS to deliver presentation to parents and staff</b></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 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>• <b>Training revisited during September Inset</b></li> <li>• <b>Behaviour regulation Policy introduced</b></li> <li>• <b>CAHMS referrals made where necessary</b></li> <li>• <b>Staff use visual supports to manage children's emotions</b></li> <li>• <b>Stories are also used.</b></li> </ul>						
2.2 Review and update Behaviour Policy to incorporate learning, techniques and practice from emotional coaching training.	All staff	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 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>• <b>Behaviour policy now in use.</b></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	Ongoing	Staff time	Achieve a good level of attendance	Data	Children able to maximise progress and achievement through good attendance
<p><b>Progress:</b></p> <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 around the school meetings</li> <li>• Attending meetings to support vulnerable families</li> <li>• Full time place offered to particularly vulnerable child as a protective measure</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	
<p><b>Progress</b></p> <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> <li>• 2nd re-org completed 31 August 2022</li> <li>• EHT working with school governing board to present a range of options for consideration at FGB meeting in December</li> <li>• EHT working with Early Education and APPG on campaigning to keep nursery schools open.</li> <li>• EHT questioned LA on the need to include nursery schools in place planning</li> <li>• School increased top up charges</li> <li>• Admin team looking at centralisation of activities as a cost saving exercise</li> </ul>						

<ul style="list-style-type: none"> <li>• Heads of school and EHT covering staff in class. Also undertaking cleaning and lunch duties where necessary.</li> <li>• Meetings have been held all year with Governors and local authority.</li> <li>• It is hoped Nell Gwynn will be back in budget within three years.</li> </ul>						
4.2 Continue to develop leadership across the federation and within the school	EHT	Ongoing	Cover time and training	Capacity building in area of Leadership achieved	Performance Management	Staff developed to increase leadership capability.
<b>Progress</b> <ul style="list-style-type: none"> <li>•</li> </ul>						
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
<b>Progress</b> <ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>						
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 Observations	

**Progress**

- We continue to liaise with the children's centre regarding vulnerable children and families, making places available within our nursery.
- Leadership have devoted a huge amount of time to staff wellbeing and in most cases managed long term sick back to work.
- Emotional wellbeing training for children under 5.
- Majority of children score well in terms of the Leuven scales and if they don't we see what they can do to support them.