

School Development Plan

Nell Gwynn Nursery

2023 –2024

Process and Aims

The main body of this School Development Plan will run from the beginning of the Autumn Term 2023 until the beginning of the Autumn term 2024. 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 wellbeing 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 2023 – Autumn 2024

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	2023 - 2024
1. Quality of Education	<p>1.1 Ensure full regard is given to children’s emotional well-being</p> <p>1.2 Ensure all teaching staff continue to be 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 Ensure that staff make the most of all interactions with children to consolidate and secure what children know and can remember</p> <p>1.5 Staff to continue to use Quality interactions, Makaton and extending vocabulary to maximise communication and language development.</p> <p>1.6 Ensure that a love of stories and the development of reading is at the core of our offer to children</p> <p>1.7 Continue to provide and refine opportunities for families/carers to learn about strategies to develop early reading skills</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 Provide opportunities for children to explore, recognise and create patterns as the foundation for early mathematical learning.</p> <p>1.10 Examine practice and introduce further opportunities for children to hypothesise, experiment, observe and report on the world about them.</p> <p>1.11 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>

	1.12 Continue to monitor and refine the use of language within the school to ensure the extinction of gender stereotypical language and commentary.
2. Behaviour and Attitudes	2.1 Continue to develop emotional coaching within the school to ensure staff and children develop the understanding and vocabulary to manage their emotions. 2.2 To promote positive behaviour guidelines for children to understand and follow.
3. Personal Development	3.1 Staff to use all opportunities to work with families to encourage good attendance and time keeping 3.2 Staff to continue to support children through emotional coaching to identify and manage their emotions 3.3 Staff to consistently exploit opportunities to draw children into learning with precision
4. Leadership and Management	4.1 Continue to 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

Quality of Education						
Action	Lead Staff	Time scale	Resources Implication	Success Criteria	Monitoring arrangements	Impact and Evaluation
1.1 Ensure full regard is given to children’s emotional well-being	Leadership and staff	Ongoing	Training delivered by leadership during insets	Children scoring well against Leuven scales and birth to 5 matters Children’s emotional wellbeing supported effectively by teaching staff	Learning walks Appraisals Detailed observation sheet	The training on emotion coaching and emotional regulation has been informative for staff and they are putting appropriate strategies into practice.
<p>Progress.</p> <ul style="list-style-type: none"> • Staff have attended an emotional regulation webinar focused on early development • Display on emotion coaching is visible for parents/carers to see on arrival • Staff have particular regard to settling procedures and the importance of not rushing this process • Safeguarding training renewed during September INSET with Catherine Rushforth • Head of School witnessed emotional coaching during observations on the staff team • Morning meetings provide opportunities for discussions regarding children’s emotional wellbeing • INSET took place on staff wellbeing in recognition that this links with children’s wellbeing. Power point on wellbeing for staff circulated amongst NG staff as a supportive measure 						
1.2 Ensure all staff are conversant with the current Framework and Curriculum	EHT and Head of School	Ongoing	Inset training Discussion time at end of session	The current framework and curriculum continues to be embedded	Learning walks	Staff continue to familiarise themselves with

so that they can make secure judgements on whether a child is on track and identify where a child needs additional support.			Moderation sessions within the school and in the company of the Early Years Consultant		Examination of detailed learning observations Discussions with staff Use of moderation materials for two and three to four year olds	the current framework and they have found the moderation materials helpful in looking at whether children are 'OT' or 'NOT'.
<p>Progress</p> <ul style="list-style-type: none"> • School is using Birth – 5 matters to guide understanding on identification of On track/Not on track • Decision that teachers will have oversight of 2-Year-Old checks • Assessment systems are appropriate to framework and cohort • Continued availability of personalised Birth – 5 Matters to make it easier for staff to link ranges to age of child • Staff are using a simplified and adapted detailed observation sheet. • Staff have participated in discussions using moderation materials • Graded Ofsted inspection in May 2023 deemed the school to be 'good' in all areas 						
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 is successfully differentiating the curriculum according to each child's needs	Learning walks Learning Journey record	Staff continue to work with parents/carers to differentiate the curriculum according to the needs of their children.
<p>Progress</p> <ul style="list-style-type: none"> • Our Curriculum Road Map for the Nursery Schools has been devised and shared • Information available on websites as to how we promote children's learning and development through our curriculum 						

<ul style="list-style-type: none"> • Ofsted undertook learning walks during the two day graded inspection and observed that the curriculum was supporting children’s overall development • EHCP to feed into curriculum planning specific to that child • SEND children have sensory profiles which feature information about their particular sensory needs. • Sensory provision in use • Assessment and observation systems continue to evolve to reflect the current curriculum and framework 						
1.4 Ensure that staff make the most of all interactions with children to consolidate and secure what children know and can remember	All staff	Ongoing	Staff meeting discussions Training sessions	Staff have a good grasp of children’s levels of understanding and their ability to recall information	Learning walks, Detailed observation sheets	Staff continue to be reflective in their interactions with children, discussing with colleagues what they know of individual children.
Progress <ul style="list-style-type: none"> • Key people have good knowledge of their key children and understand what motivates them to learn as well as areas of development they need support in. • Staff meetings have proved helpful in discussing how quality interactions make all the difference to children’s ability to learn key concepts • Ofsted observed a range of high-quality interactions throughout the inspection period • Staff are due to attend staff training on the 1st November focused on high-quality interactions with children 						
1.5 Staff to continue to use quality interactions, Makaton and extending vocabulary to maximise communication and language development.	All staff	Ongoing	Staff meeting Training sessions Makaton booklets	Staff frequently use Makaton signs during free-flow as well group/story-times	Observations Learning walks	Staff continue to use a whole communication approach to ensure that children have every opportunity to progress in their receptive and expressive language.

Progress						
<ul style="list-style-type: none"> • Makaton signing by SALTs on YouTube shared with staff • Makaton booklets circulated • Staff observed using Makaton signing during story/group times • Some reminders of Makaton signs shared during morning meetings 						
1.6 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	Staff continue to promote a love of stories through the curriculum on offer. Good engagement with parents and carers in regards to early reading.
Progress.						
<ul style="list-style-type: none"> • Letters and sounds provision continues to develop early reading skills • Story bags re-introduced into classrooms at an appropriate time • Staff continue to run “active story” for younger and those children adjusting to nursery boundaries • Special events such as ‘World Book Day’ and ‘National Storytelling Week’ to develop love of reading • Cosy book areas featuring core stories, children encouraged to borrow books, parents encouraged to read when available • Parents/Carers came in to school to read stories in their home language • Three weekly visits from Peckham Library to read stories and provide a selection of library books • Children continue to need a lot of input on the appropriate care of books • Good range of books that are representative of the whole community available 						
1.7 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	Parents/carers staying to read to their children on Wednesdays and

					Parents willing to read in their home languages	Fridays has been impactful
Progress <ul style="list-style-type: none"> • Parents/Carers continue to have access to staff demonstrating reading approaches in school setting • Library provision has been further enhanced • Booktrust packs given out to families • Reading basket available in the reception area • Parents/Carers came in to school to read stories in their home language 						
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 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	Children have been highly motivated in their emergent writing and drawing, using a range of tools and surfaces for mark-making.
Progress <ul style="list-style-type: none"> • Big Draw event planned for in the autumn term • Emergent writing and drawing samples are consistently gathered by staff for further examination • Opportunities for permanent and non-permanent mark-making have been extended • Ofsted observed children engaged in a wide range of mark-making opportunities during the course of their inspection 						
1.9 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.	Leadership observations	Staff found the series of training sessions on early maths to be highly informative and applied what they had learnt to their

				Children on track in regards to Mathematical Development.		practice, for instance the importance of children subitising
Progress <ul style="list-style-type: none"> Teaching staff received training on different aspects of early maths (virtual series) An increased awareness of providing open ended resources to promote mathematical learning ECT observed using mathematical language across observations Ofsted inspectors observed staff modelling mathematical language while children were engaged in practical tasks Staff playing mathematical board games with children during quieter periods of time Playdough making becoming a regular feature of children's school experience 						
1.10 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 Children expanding knowledge and experience of the world around them	Learning Walks Detailed observations	Children continue to keenly explore the outdoor classroom and have an avid interest in growing, minibeasts and pond life
Progress <ul style="list-style-type: none"> School achieved Silver Award for growing and nurturing plants. Pond continues to be an area of fascination for children. Staff have been creating information books with children Children have enjoyed information books about nature and life cycles Relied more on natural and found objects rather than bought Cooking resumed to look at change processes. Children have been making own playdough again, they know what they need to make playdough. Children grew sunflowers and vegetables which were eventually cooked in the kitchen. 						
1.10 To promote good oral health through stories,	Leadership and staff	Ongoing	Visits from professionals	Children to experience good oral health and	Leadership observations	Information to promote good oral

songs, and discussions. Children should be encouraged to look at their teeth in the mirror and brushing techniques explored with props and puppets.			related to oral health and training for staff	parents/carers to become more informed on oral health for under fives		health available on school website.
Progress <ul style="list-style-type: none"> • Discussions with parents/carers regarding children’s oral health which was actioned through visiting the dentist • Discussions with parents/carers regarding impact of drinking from bottles on teeth • Oral health concerns flagged up with Health Visitors • Staff leading sessions with pretend toothbrushes 						
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	Training for staff	Gendered language extinguished.	Monitoring Ongoing training	Staff attended a very informative training session which focused on how to challenge gender stereotyping in the early years.
Progress <ul style="list-style-type: none"> • Staff attended a very informative training session which focused on how to challenge gender stereotyping in the early years • Ongoing discussions around challenging gender stereotyping • Information on websites and displays in school as to how we should all be tackling this issue • Books and resources available which don’t conform to gender stereotyping and promote challenge 						
2.Behaviour and Attitudes						

2.1 Continue to develop emotional coaching within the school to ensure children develop the understanding and vocabulary to manage their emotions	All staff and children	Ongoing	Ongoing training and discussions	Staff using Emotional Coaching Techniques to help children manage their behaviour and emotions	Observations Learning Walks	Staff have found training on emotional regulation useful within their day to day practice.
Progress <ul style="list-style-type: none"> • Staff have found training on emotional regulation useful within their day to day practice • Behaviour regulation Policy adhered to • CAHMS referrals made where necessary • Staff using visual supports to manage children's emotions • Stories and props used to explore emotions. Teddy bears and toys used as tools to develop children's emotional literacy 						
2.2 To promote positive behaviour guidelines for children to understand and follow.	All staff	Ongoing	Further opportunities to discuss how we support children's development and address challenging behaviours such as biting and hitting.	Behaviour policy accessible Behaviour guidelines accessible	Observations Staff consultations and supervision Meetings with parents/carers to share behavioural strategies EP consultations	Training on emotional coaching and behaviour has benefitted staff and helped to inform practice.
Progress: <ul style="list-style-type: none"> • Behaviour guidelines shared with staff • Children benefit from a consistent approach from all staff • Parents/carers have found it useful to identify strategies to promote positive behaviour through discussions with staff and EP 						

3. Personal Development						
3.1 Staff to use all opportunities to work with families to encourage good attendance and timekeeping	All staff including administrative staff	Ongoing	Staff time Discussions with families regarding their circumstances	Achieve a good level of attendance	Wonde and Studybugs LAC attendance monitoring Welfare telephone calls	Children's attendance levels are generally good but timekeeping remains an ongoing issue due to families having longer journeys in and prioritising primary school drop off and collection.
<p>Progress:</p> <ul style="list-style-type: none"> • Keeping an open dialogue with families regarding attendance and punctuality • Safeguarding Designated Lead continues to work with other professionals where attendance is case specific to remove barriers to poor attendance • EHT and Head of School continue to engage with around the school meetings • Attending meetings consistently to support vulnerable families • Full time place offered to particularly vulnerable children (e.g CP/LAC), as a protective measure 						
4. Leadership and Management						
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	Nell Gwynn is in consultation to hard federate with The River Peck Federation with a view towards financial stability.
<p>Progress</p> <ul style="list-style-type: none"> • Nell Gwynn is in consultation to hard federate with The River Peck Federation with a view towards financial stability. Consultation concludes at the end of October. 						

<ul style="list-style-type: none"> EHT has regular meetings with the Local Authority regarding the finances of the nursery schools. School has been successfully operating with a small team of staff who fulfil multiple roles. Limited spend on resources and staff thinking creatively about repurposing and repairing in order to save money. LA has risk assessed the school as 'green'. 						
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. Experienced Class Teacher in mentoring role ECT is progressing well.
Progress <ul style="list-style-type: none"> EHT and HoS continue to work effectively together to develop leadership as well as provide staff CPD Training and opportunities have been made available across the federation to the benefit of staff teams Ofsted deemed leadership and management at Nell Gwynn to be 'good'. 						
4.3 Continue to develop research led initiatives within the school and across the federation to drive forward improvements	EHT HoS All staff	Autumn 1 Ongoing	Cover time	Children benefiting from the outcomes of the research	Liaison with Project CEO Learning Walks Observations	Nell Gwynn staff have been excited to be involved in this ground breaking piece of research where a computer game could become a diagnostic tool for ADHD and ASD.
Progress <ul style="list-style-type: none"> Nell Gwynn participated in the NHS approved Brightlobe Project and the SENCo has been invited to become part of a working group Nell Gwynn has been asked to participate again this academic year 						

<ul style="list-style-type: none"> Parents/Carers have taken an active interest in the project 						
4.4 Continue to drive forward initiatives to improve the emotional, physical and mental health of children, families and staff	Leadership	Autumn1 ongoing	Staff meetings and staff training	Children score well on Leuven scales	Learning Walks Learning Journeys Observations	Staff have worked hard to support children and families as they are facing so many challenges and complexities within their lives.
<p>Progress</p> <ul style="list-style-type: none"> We continue to liaise with outside professionals and attend CP, LAC, CIN, TAF and TAC meetings (FEH). We continue to liaise with the Children’s Centre regarding vulnerable children and families, making places available within our nursery. We continue to liaise with primary schools in relation to safeguarding and transition. Information available on our websites and flyers available to parents on workshops, trainings and services. Leadership continue to devote considerable time to staff wellbeing, and in most cases, managed long term sickness. Emotional wellbeing training focused on staff and children, plus accompanying information and display work. Signposting families, providing food through Fareshare and making referrals to food banks, Little Village, etc. Staff can make an appointment on a Wed to speak with EHT or HoS to have a supportive, confidential meeting. ‘Safe Space’ available to parents/carers who may need to access it. 						