

# School Development Plan

## Nell Gwynn Nursery

2024 –2025

### **Process and Aims**

The main body of this School Development Plan will run from the beginning of the Autumn Term 2024 until the beginning of the Autumn term 2025. 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 River Peck 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 2024 – Autumn 2025

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	2024 - 2025
<b>1. Quality of Education</b>	<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 Early Years 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 experience hands on mathematical learning, so that a love of number, shape, pattern, measure and problem-solving is fostered.</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 Engage and motivate learners through a creative curriculum.</p> <p>1.12 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>1.13 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 Continue to develop emotional coaching within the school to ensure staff and children develop the understanding and vocabulary to manage their emotions.</p> <p>2.2 To promote positive behaviour guidelines for children to understand and follow.</p> <p>2.3 Children to adopt a positive attitude towards learning with a 'can do' approach</p>
<b>3. Personal Development</b>	<p>3.1 Staff to use all opportunities to work with families to encourage good attendance and time keeping</p> <p>3.2 Staff to continue to support children through emotional coaching to identify and manage their emotions</p> <p>3.3 Staff to consistently exploit opportunities to draw children into learning with precision</p> <p>3.4 Staff to work with families to build life skills, such as independent dressing, toileting, and feeding</p>
<b>4. Leadership and Management</b>	<p>4.1 Continue to 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 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	Leadership and staff	Ongoing	Ongoing sharing of articles, good practice and refreshers during staff meetings.	Children scoring well against Leuven scales and birth to 5 matters  Children feeling settled and ready to learn  Children's emotional wellbeing supported effectively by teaching staff	Learning walks Appraisals Detailed observation sheet	Staff have embedded emotion coaching into their daily interactions with children. We continue to see a positive impact on children with the co-regulation they receive.
<p><b>Progress.</b></p> <ul style="list-style-type: none"> <li>• <b>Display on parental guide to emotion coaching is visible for parents/carers to see on arrival</b></li> <li>• <b>Re-introduction of home visits prior to settling children</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 updated during September INSET with HoS</b></li> <li>• <b>Morning meetings provide opportunities for discussions regarding children's emotional wellbeing</b></li> <li>• <b>Key Person meetings commence after school for information purposes</b></li> <li>• <b>Training on Adverse Childhood Experiences commenced during the last academic year, with staff beginning to identify who these children are.</b></li> </ul>						
1.2 Ensure all staff are conversant with the current Framework and Curriculum so that they can make secure judgements on whether a child is on track	EHT and Head of School	Ongoing	Inset training Discussion time at end of session Moderation sessions within the school and in the company of	The current framework and curriculum continues to be embedded	Learning walks Examination of detailed learning observations  Discussions with staff	Staff continue to familiarise themselves with the current framework and they have found the moderation

and identify where a child needs additional support.			the Early Years Consultant		Use of moderation materials for two and three to four year olds	materials helpful in looking at whether children are 'OT' or 'NOT'.
<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• School is using Birth – 5 matters to guide understanding on identification of On track/Not on track. Staff observe children and assess whether they are 'typically' developing or whether they might be following a 'Neuro diverse' developmental pathway.</li> <li>• Decision that teachers will have oversight of 2-Year-Old checks</li> <li>• Assessment systems are appropriate to framework and cohort</li> <li>• Continued availability of personalised Birth – 5 Matters to make it easier for staff to link ranges to age of child</li> <li>• Staff are using a simplified and adapted detailed observation sheet.</li> <li>• Staff have participated in discussions using moderation materials</li> <li>• Graded Ofsted inspection in May 2023 deemed the school to be 'good' in all areas</li> <li>• Staff meet in smaller teams to discuss children's development and highlight areas of need</li> <li>• Liaison with EP regarding strategies for children with SEND who are 'Not on Track'</li> </ul>						
1.3 Ensure all staff are differentiating the curriculum according to each child's needs.	Leadership All teaching staff	Ongoing	Time for learning walks	School 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.

<b>Progress</b> <ul style="list-style-type: none"> <li>• Our Curriculum Road Map for the Nursery Schools has been devised and shared. We are further developing it as it is a working document.</li> <li>• Information available on websites as to how we promote children’s learning and development through our curriculum</li> <li>• Ofsted undertook learning walks during the two day graded inspection and observed that the curriculum was supporting children’s overall development. As a team, we continue to discuss and reflect on what is working well for the children and what requires adjustment.</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. Sensory provision in use and Nell Gwynn’s Sensory Room has been upgraded</li> <li>• Assessment and observation systems continue to evolve to reflect the current curriculum and framework</li> </ul>						
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.
<b>Progress</b> <ul style="list-style-type: none"> <li>• Key people continue to possess good knowledge of their key children, understanding what motivates them to learn as well as areas of development they need support in. Meetings with parents/carers and home visits have played a vital role in developing knowledge of individuals.</li> <li>• Staff meetings have proved helpful in discussing how quality interactions make all the difference to children’s ability to learn key concepts</li> <li>• Ofsted observed a range of high-quality interactions throughout the inspection period</li> </ul>						
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 pursue a whole communication approach, ensuring that children have opportunities to progress in their receptive & expressive language.



<b>Progress</b> <ul style="list-style-type: none"> <li>• Makaton signing by SALTs on YouTube shared with staff</li> <li>• Makaton booklets circulated</li> <li>• Staff observed using Makaton signing during story/group times</li> <li>• Some reminders of Makaton signs shared during morning meetings</li> <li>• SLT modelling Makaton signing with children for other members of staff to observe</li> </ul>						
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.
<b>Progress.</b> <ul style="list-style-type: none"> <li>• Letters and sounds provision continues to develop early reading skills</li> <li>• Emphasis on book lending – book bags given to children to encourage book lending</li> <li>• Staff continue to run “active story” for younger and those children adjusting to nursery boundaries</li> <li>• Special events such as ‘World Book Day’ and ‘National Storytelling Week’ to develop love of reading</li> <li>• Cosy book areas featuring core stories, children encouraged to borrow books, parents encouraged to read when available</li> <li>• Parents/Carers came in to school to read stories in their home language</li> <li>• Three weekly visits from Peckham Library to read stories and provide a selection of library books</li> <li>• Children continue to need a lot of input on the appropriate care of books</li> <li>• Good range of books that are representative of the whole community available</li> <li>• Ann Bernadt books and story sacks have helped to replenish gaps in stock, particularly with well-loved stories</li> <li>• Expanding core stories to include stories such as ‘The Train Ride’, which are suitable for younger children</li> <li>• Children have been given story packs made up of stories which are outside of the core offer</li> </ul>						

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 willing to read in their home languages	Parents/carers staying to read to their children on Wednesdays and Fridays has been impactful
<b>Progress</b> <ul style="list-style-type: none"> <li>• <b>Parents/Carers continue to have access to staff demonstrating reading approaches in school setting</b></li> <li>• <b>Library provision has been further enhanced and book bags given out so children will be encouraged to borrow books</b></li> <li>• <b>Booktrust packs given out to families</b></li> <li>• <b>Reading basket available in the reception area</b></li> <li>• <b>Parents/Carers came in to school to read stories in their home language</b></li> <li>• <b>REAL programme – One of the Class Teachers has undertaken training, which will be disseminated.</b></li> </ul>						
1.8 Review practice and provision to ensure all early mark making and writing opportunities are employed to maximise progress in this area of the curriculum.	Leadership 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.
<b>Progress</b> <ul style="list-style-type: none"> <li>• <b>Big Draw events commenced in the autumn term and summer term. Both events were very successful and children made gains in their emergent drawing and writing skills.</b></li> <li>• <b>Emergent writing and drawing samples are consistently gathered by staff for further examination</b></li> <li>• <b>Opportunities for permanent and non-permanent mark-making have been extended - Ann Bernadt resources have added to the available stock of resources</b></li> <li>• <b>Ofsted observed children engaged in a wide range of mark-making opportunities during the course of their inspection</b></li> </ul>						

1.9 Provide opportunities for children to experience hands on mathematical learning, so that a love of number, shape, pattern, measure and problem-solving is fostered.	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	Staff found the series of training sessions on early maths to be highly informative and applied what they had learnt to their practice, for instance the importance of children subitising
<b>Progress</b> <ul style="list-style-type: none"> <li>• Teaching staff received training on different aspects of early maths (virtual series)</li> <li>• An increased awareness of providing open ended resources to promote mathematical learning</li> <li>• ECT observed using mathematical language across observations</li> <li>• Ofsted inspectors observed staff modelling mathematical language while children were engaged in practical tasks</li> <li>• Staff playing mathematical board games with children during quieter periods of time</li> <li>• Playdough making becoming a regular feature of children’s school experience</li> </ul>						
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
<b>Progress</b> <ul style="list-style-type: none"> <li>• School achieved Gold Awards for growing and nurturing plants. Nellie Watson Trophy for Spring Growing is due to be awarded.</li> <li>• Pond continues to be an area of fascination for children.</li> <li>• Staff have been creating information books with children</li> <li>• Children have enjoyed information books about nature and life cycles</li> </ul>						

<ul style="list-style-type: none"> <li>• <b>Relied more on natural and found objects rather than bought.</b></li> <li>• <b>Cooking opportunities have been available to look at change processes.</b></li> <li>• <b>Children have been making own playdough, demonstrating they know what they need to make playdough.</b></li> <li>• <b>Children grew a variety of plants, strawberries and vegetables.</b></li> </ul>						
1.11 Engage and motivate learners through a creative curriculum.	Leadership and staff	Ongoing	Sharing of practice throughout the federation.	Children to benefit from a creative curriculum through which they develop their imaginations and creativity is fostered.	Learning Walks	Children have been initiating their own imaginative games without input from adults and they have been exploring different forms of media independently.
<p>Progress:</p> <ul style="list-style-type: none"> <li>• <b>A successful River Peck Arts Festival with the ‘Big Draw’ at the heart of it</b></li> <li>• <b>Replenishment of resources through closure of Ann Bernadt</b></li> <li>• <b>Children showing greater independence and creativity in accessing &amp; utilising art materials</b></li> <li>• <b>Families valuing mark-making though ‘Big Draw’ events</b></li> <li>• <b>Children benefiting from well resourced areas which prompt a variety of role-play scenarios, e.g Home Corner and Mud Kitchen</b></li> </ul>						
1.12 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	Information to promote good oral health available on school website.

**Progress**

- **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**

1.13 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 continue to challenge gender stereotyping in the early years through a shared approach. Resources are gender neutral.
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**Progress**

- **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.
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<b>Progress</b> <ul style="list-style-type: none"> <li>• Staff have found training on emotional regulation useful within their day to day practice</li> <li>• Behaviour regulation Policy adhered to</li> <li>• CAHMS referrals made where necessary</li> <li>• Staff using visual supports to manage children's emotions</li> <li>• Stories and props used to explore emotions. Teddy bears and toys used as tools to develop children's emotional literacy</li> </ul>						
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.
<b>Progress:</b> <ul style="list-style-type: none"> <li>• Behaviour guidelines shared with staff</li> <li>• Children benefit from a consistent approach from all staff</li> <li>• Parents/carers have found it useful to identify strategies to promote positive behaviour through discussions with staff and EP</li> </ul>						
<b>3. Personal Development</b>						
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.
<b>Progress:</b> <ul style="list-style-type: none"> <li>• Keeping an open dialogue with families regarding attendance and punctuality</li> <li>• Safeguarding Designated Lead continues to work 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 consistently to support vulnerable families</li> <li>• Full time place offered to particularly vulnerable children (e.g CP/LAC), 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 HOS	Autumn 1 and ongoing	Work on budgets	School operating within its budget	Financial records and returns	Nell Gwynn is in hard federation with River Peck and this helps to create financial stability.
<b>Progress</b> <ul style="list-style-type: none"> <li>• EHT has regular meetings with the Local Authority regarding the finances of the RP schools.</li> <li>• School has been successfully operating with a small team of staff who fulfil multiple roles.</li> <li>• Limited spend on resources and staff thinking creatively about repurposing and repairing in order to save money.</li> <li>• LA has risk assessed the school overall as 'green'.</li> <li>• Financial audit has commenced</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.

						Experienced Class Teacher in mentoring role. ECT continues to progress well.
<b>Progress</b> <ul style="list-style-type: none"> <li>• EHT and HoS continue to work effectively together to develop leadership as well as provide staff CPD</li> <li>• Training and opportunities have been made available across the federation to the benefit of staff teams</li> <li>• Ofsted deemed leadership and management at Nell Gwynn to be 'good'.</li> </ul>						
4.3 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 consistently worked hard to support children and families as they are facing so many challenges and complexities within their lives.
<b>Progress</b> <ul style="list-style-type: none"> <li>• We continue to liaise with outside professionals and attend CP, LAC, CIN, TAF and TAC meetings (FEH).</li> <li>• We continue to liaise with the Children's Centre regarding vulnerable children and families, making places available within our nursery.</li> <li>• We continue to liaise with primary schools in relation to safeguarding and transition.</li> <li>• Information available on our websites and flyers available to parents on workshops, trainings and services.</li> <li>• Leadership continue to devote considerable time to staff wellbeing, and in most cases, managed long term sickness.</li> <li>• Emotional wellbeing training focused on staff and children, plus accompanying information and display work.</li> <li>• Signposting families, providing food through Fareshare and making referrals to food banks, Little Village, etc.</li> <li>• Staff can make an appointment on a Wed to speak with EHT or HoS to have a supportive, confidential meeting.</li> <li>• 'Safe Space' available to parents/carers who may need to access it.</li> </ul>						