



**Somerville Nursery School
School Development Plan 2017-18 for F1 and 2 Year Old Provision**

	Outcomes for children		Quality of teaching, learning and assessment	Effectiveness of leadership and management	Personal development, behaviour and welfare	
Focused Priorities	1. Raise attainment in speech and language so that individual children in F1 and 2 Year Old Provision are identified early and make good progress from starting points to ensure a higher proportion than in 2016-17 exit on track.	2. By the end of 2018 F1 For 40%* of cohort to attain emerging within 40-60 months outcomes and 70%* to attain secure within 30-50 in the prime areas, literacy and mathematics through quality first teaching and precisely targeted intervention which is impact evaluated. (This is for the whole cohort arriving in Jan 17, April 17 and September 2017=exiting in July 2018).	3. To build upon the good teaching already taking place in the nursery school. This will ensure that 100% of teaching in the 2 year old provision is graded as Good, with at least 60% of observations graded as outstanding and in the F1 provision 75% of teaching to be graded as outstanding.	4. To develop the role and work of Governors within the school to gain deeper insight and enable them to offer more challenge to school leaders.	5. To develop outdoor environment to cater for the needs of a full foundation stage unit (which is proposed for September 2020). Increasing the learning opportunities and experiences especially in supporting children's development in PSED and SMSC development.	

Context:

Both Foundation 1 and 2 Year Old Provision had a judgment of good in OFSTED 2014 inspection. The focus now will be to move towards outstanding.

The executive headteacher is the headteacher of the Nursery and the Primary School which comprises the Somerville Federation which was



established in February 2016. An Assistant Headteacher was appointed from within the current staff at the Nursery School in February 2016. Staffing in F1 is one teacher post (this is job shared between a class teacher and the Assistant Headteacher) and one TA 3, a TA2 supporting a child on a one to one basis and a childcare apprentice in the morning. The Assistant Headteacher is released for four mornings to oversee the day to day running of the Nursery School, she also holds the role of the SENCO and social inclusion manager.

Two members of staff have completed the Level 3 Forest School Leader course. The Site Manager also supports the development of the outdoor environment to an outstanding quality.

2017 intake, numbers remained low with 30 (out of 78 places (possible 39 am and 39 pm (1:13)) on roll in Foundation 1. There is potential for another room to be provided for F1 children which could cater for a further 26 children. The current 2017-18 (Autumn 2017) cohort is made up of 30 children. The cohort is boy heavy by more than two thirds. (21b v 9g), only one third of the cohort are summer born. The majority of children (25%=2Jan, 40%=2April and 81%=12September (53%Total)) enter the Foundation1 below typically expected and are considered off track in the three prime areas inc literacy and mathematics. Several children are brought to foundation 1 still in nappies, being brought to school in a push chair and using a dummy. A third of these children who are below typically expected are considered well below typically expected.

A small minority of children have social communication and speech and language delay which remains high at 30% of the cohort. Generally the children and families have few experiences outside of the immediate local area and so opportunities to take the children for experiences outside of the locality are a priority.

Behaviour is outstanding, with individual children supported and planned for if required.

In the 2 Year old provision in 2017 there are 41 children on roll. There is capacity for 16 children (32 total) in each of the two rooms, which would create capacity of 64 children in part time places (16 x 2 rooms= 32 in am and 32 pm).

As a consequence of moderation training and in-house moderation the inconsistency of judgements across the F1 and 2 Year Old Provision has now been addressed and staff are confident in the current process. The new team in the 2 Year Old Provision are ensuring assessments are up to date and evidencing children's progress.

OFSTED 2014 identified development of children's speaking and problem solving skills as an area for development. OFSTED identified Governor challenge as an area for development. These two areas remain a priority and the governors are determined in their focus to resolve these two issues especially in the ongoing issue of speech and language development.

Specific areas to address from context and post OFSTED:

- Oracy: Speaking and listening skills, language and literacy to be a curriculum focus which will give children the skills for the very large majority of children to attain a good level of development.
- Parental engagement in learning has improved over time as a consequence of staff engagement and communication with parents which has resulted in parents accessing workshops made available to them by the school, this has had a positive impact on their confidence and ability to support their child.
- Standards of teaching need to evidence more outstanding practice to enhance the already good teaching. Currently 75% of the practice seen in the Nursery School is judged as good with 25% of the practice being seen as outstanding.



- Development of challenge from Governing Body.

SOMERVILLE NURSERY SCHOOL ACTION PLAN 2017-18

Priority 1: Raise attainment in speech and language so that individual children in F1 and 2 Year Old Provision are identified early and make good progress from starting points to ensure a high proportion (in comparison to 2016-17) in 2017-18 exit on track.

Actions	Timescale	Personnel involved
<ul style="list-style-type: none"> • Established secure baseline assessment within 4 weeks of arrival to ensure that all children have a clear starting point on C&L. • All children screened with WELLCOMM to ensure that staff are clear as to each child's understanding and use of language. • Targeted interventions to take place to support children using the gaps and skills analysis from the above assessments. • Parents are offered parent workshops on supporting their child and includes C&L development. • Speech and Language Therapy offer fortnightly SLT sessions which are repeated by staff weekly. • Ongoing actions • Intervention for 'Learning to Listen' in place by first half term for new starters. • Letters and Sounds teaching in place with clear progression through the 7 aspects • Learning Journals show evidence of baseline in C& L and show clear progression between half terms in C&L monitored by HT and ST • Planning is differentiated for all learning groups of children • HT and AHT monitor data half termly and focused intervention is quickly put in place. • Forest school involvement for F1 children (every six weeks). 	<p>Each term within first 4 weeks of starting.</p> <p>Each term within first 4 weeks of starting.</p> <p>Ongoing</p> <p>Once per term.</p> <p>On going</p>	<p>Class Teacher or TA3</p> <p>Class Teacher or TA3</p> <p>All staff</p> <p>AHT</p> <p>EPickford</p>



Resources Required	Budget Implications	Monitoring Strategies	Success Criteria
<ul style="list-style-type: none"> • SLT-EPickford 	<ul style="list-style-type: none"> • £2300 + EYPP for SL Therapist • Resources for parent workshop £300 	<ul style="list-style-type: none"> • Observations • Children's progress meetings • Termly tracker analysis • Journal scrutiny • Planning scrutiny • Comments from parents • Parents evaluations <p>Evaluation strategies: Parents comments Feedback with SLT Staff feedback Progress from baseline DATA meetings IEP targets</p>	<ul style="list-style-type: none"> • Large majority of children to reach emerging 40-60 months in C&L on exit from F1. • Resources, experiences, opportunities and displays in the learning environment. • Increase in the number of children taking a book from the home library. • Increase in the number of families accessing family workshops. • Increase in the number of parents' positive feedback forms on confidence level in supporting their child in C&L.
<p>IMPACT and Evaluation</p>			



SOMERVILLE NURSERY SCHOOL ACTION PLAN 2017-18

Priority 2: By the end of 2018 F1 For 40%* of cohort to attain emerging within 40-60 months outcomes and 70%* to attain secure within 30-50 in the prime areas, literacy and mathematics through quality first teaching and precisely targeted intervention which is impact evaluated. (This is for the whole cohort arriving in Jan 17, April 17 and September 2017=exiting in July 2018).

Actions	Timescale	Personnel involved
<ul style="list-style-type: none"> • All children baselined within first 4 weeks and individual targets set and shared with parents. • Create opportunities to enhance the curriculum through awe and wonder days, school visits, visitors which will enable more children to achieve a GLD. • Move from the current assessment system to target tracker for Foundation1 to ensure children are tracked on a regular basis and all staff have an awareness of gaps and strengths of the cohort. • Ongoing actions • All data trackers are uploaded each half term and evaluated HT and ST with a Gap and Strength Analysis • All children identified for referral to services are identified by October half term and referred • Children at risk of under attainment are precisely targeted through individualised planning, detailed on main planning • IEPs are tracked each time they are undertaken by teacher or TA and reported to SENCO, these are also updated termly and shared with parents. • Half termly progress meetings hold teachers to account for children's progress • Impact of SLT intervention monitored. • All planning is scrutinised weekly and differentiated for more able or older children and new starters. • There are consistent judgements about children's progress and use of observation and plans for next steps • Journals evidence baseline and progression and show significant learning between terms • There are varied and purposeful learning activities on offer for children that support 	<p>Once per term.</p> <p>Ongoing</p> <p>April 2018</p>	<p>HT & AHT Lead</p> <p>All staff</p> <p>MF, FP, BK and FM</p>



<p>differentiated expectations for the range of learners.</p> <ul style="list-style-type: none"> • Role play areas offer challenge and opportunities for children to use imagination and language. • Planning and evaluation are carefully matched to children's ability. • Support staff effectively support learning, through modelling of language, extension of learning through questioning, and the effective use of the adult in play. 			
Resources required	Budget Implications	Monitoring Strategies	Success Criteria
<p>Target Tracker Target Tracker training</p>	<ul style="list-style-type: none"> • £300 	<ul style="list-style-type: none"> • Through monitoring cycle calendar • HT and AHT Observations • Children's progress meetings • Termly tracker analysis & Gap and Strength Analysis • Journal scrutiny • Planning scrutiny • Learning walks • Performance management <p>Evaluation strategies: Parents comments Feedback with SLT Staff feedback Progress meetings IEP targets</p>	<p>By the end of 2018 in F1 40%* of cohort to attain emerging within 40-60 months outcomes and 70%* to attain secure within 30-50 in the prime areas, literacy and mathematics through quality first teaching and precisely targeted intervention which is impact evaluated.</p> <ul style="list-style-type: none"> • Children are deeply engaged in play • Role play supports learning • Adults impact through timely intervention in play • The environment is rich and stimulating • Role play engages children • All staff know expected learning from every activity or enhancement. • Continuous Provision areas are well organised, interesting, challenging and progressive • Observations consistently good or better.
Impact Evaluation			



SOMERVILLE NURSERY SCHOOL ACTION PLAN 2017-18

Priority 3. To build upon the good teaching already taking place in the nursery school. This will ensure that 100% of teaching in the 2 year old provision is graded as Good, with at least 60% of observations graded as outstanding and in the F1 provision 75% of teaching to be graded as outstanding by July 2018. (Current baseline September 2017, 100% of teaching in F1 and 2yo is consistently good).

Actions		Timescale	Personnel involved
<ul style="list-style-type: none"> • Monitoring of lessons • Impromptu Learning walks • Feedback to staff, regularly. • Training where required. • Scrutiny of plans and sharing of good practice. • Monitoring schedule to be created. 		Ongoing	AHT and EHT
Resources required	Budget Implications	Monitoring Strategies	Success Criteria
Training	Release time for AHT.	Evaluation strategies: Observation feedback sheets Learning walk reports. Improvements on actions.	<ul style="list-style-type: none"> • Improvement on areas of development. • Lesson observations to be graded consistently good (2yo) or outstanding (F1) • Learning environment supports children's learning.





SOMERVILLE NURSERY SCHOOL ACTION PLAN 2017-18

Priority 4: To develop the role and work of Governors within the school to gain deeper insight and enable them to offer more challenge to school leaders.			
Actions		Timescale	Personnel involved
<ul style="list-style-type: none"> • Set Nursery agenda item for full governing body meetings. • EYFS committee to meet termly. • Full governing body meeting in the Spring Term to meet at the Nursery School. • Governor learning walks to be programmed in termly. • Governors given School Development Plan and Self-evaluation Summary for Nursery School. • Governors will share outcomes of their visits and learning walks at full governors. • Evidence of challenge from governors on Nursery data is reflected in EYFS and Outcomes committee minutes. 		November 2017 Termly March 2018 Jan 2018 December 2017 Termly	Clerk EYFS comm. Clerk EYFS comm. MF All governors
Resources required	Budget Implications	Monitoring Strategies	Success Criteria
		<ul style="list-style-type: none"> • Scrutiny of minutes • Governor questioning • School Improvement file notes • Self Evaluation Evaluation strategies: L & M self evaluation	<ul style="list-style-type: none"> • All governors to have a good and deep understanding of the workings of the Nursery School. • Governors are able to competently and appropriately challenge the work of the nursery school.



SOMERVILLE FEDERATION



SOMERVILLE FEDERATION





SOMERVILLE NURSERY SCHOOL ACTION PLAN 2017-2018

Priority 5: To develop outdoor environment to cater for the needs of a full foundation stage unit (which is proposed for September 2020). Increasing the learning opportunities and experiences especially in supporting children’s development in PSED and SMSC development.

ACTION POINTS			Timescale	Personnel involved
<ul style="list-style-type: none"> • To develop the outdoor environment further to ensure the needs of all children are met and to enhance and support the Prime Areas of Learning and Development and Characteristics of Effective Learning of the EYFS. • Environmental audit. • Action plan to be written and shared with all stakeholders. • Develop a long term plan with enhancements and to include seasonal interests. • Order resources to effectively support exploration outside for all children. • Lesson observations and learning walks to consider the impact of the improved provision. • Visit other settings to consider further developments to be established at Somerville. 			<p>January 2018</p> <p style="text-align: center;">Jan 2018 Jan 2018 Feb 2018</p> <p style="text-align: center;">March 2018 June 2018</p> <p>From Jan 2018 and Ongoing</p>	<p>AHT and FP</p>
Resources required	Budget Implications	Monitoring Strategies	Success Criteria	
		Baseline audit of the environment. Improvements made to the environment. Evaluation strategies: Learning walk reports Feedback from lesson observations Visual impact Governors EYFS minutes.	<ul style="list-style-type: none"> • Improved outdoor learning environment where all children can access developmentally appropriate resources. 	



SCHOOL STRATEGIC DEVELOPMENT PLAN	<u>Whole School</u> Performance Management Priorities	Priority Achieved
Outcomes for Pupils	<p>2 year old room: Raise attainment in speech and language so that individual children are identified early and make good progress from their starting points.</p> <p>F1 room: By the end of 2018 F1 For 40%* of cohort to attain emerging within 40-60 months outcomes and 70%* to attain secure within 30-50 in the prime areas, literacy and mathematics through quality first teaching and precisely targeted intervention which is impact evaluated.</p>	
Quality of Teaching, Learning and Assessment	<p>2 year old room: To effectively lead the 2 year old provision developing the quality of teaching and learning to impact on outcomes for more children to leave the provision at ARE or above.</p> <p>F1 room: To become familiar with target tracker assessment software throughout the year so that by the end of the Summer 2018 to be able to produce reports required by the Executive team for the governors to demonstrate progress of groups of children.</p>	
Personal target to aid the development of the Nursery School provision		