



Somerville Nursery School School Development Plan 2020-2021 for F1 and 2 Year Old Provision Quality of Early Years Education (1)

- **Improve the quality of teaching, impact of assessment and % attainment at age related expectations in Communication & Language, Literacy and Number.**

Communication & Language - Increase the progress made by majority of children in communication and language from their starting point (Wellcom) to the next phase by the end of three terms in the Nursery School (For 100% of Amber children within their respective age band to achieve Green by the end of July 2021 with Wellcom -These children will be reviewed in March 2021) *excluding children receiving speech and language therapy or SEN.

Reading, Writing & Number - Ensure that no non SEN children are working below age related expectations at their exit point (At least 75%* of children to achieve age related expectations in these aspects, where this is not the case the leadership team will be fully aware of the barriers to their learning and have evidence of the actions and interventions to overcome these barriers) *This figure needs to be under review as a consequence of the COVID-19 pandemic.

Assessment - To be confident in all assessment judgements and ensure that they are accurate and robust. Senior Team to continue to monitor progress data termly and produce gap and skills analysis action plans for those children and groups of children who may be at risk of going off track.

Teaching - To build upon the good teaching already taking place in the nursery school. To ensure that 100% of teaching in the 2 year old provision and Foundation 1 is graded as Good, with at least 75% of observations graded as outstanding in the 2 year old and 75% in F1 provision

- **Curriculum: To develop a nursery curriculum which reflects the changing demands of the Curriculum Guidance for EYFS, which also meets the needs of everyone in our school community and the underpinning mission of the Federation to “inspire and challenge to ensure successful futures” with the core values of Happiness, Respect, Resilience and Responsibility.** Review and Revise the current Nursery Curriculum to ensure that it is broad and balanced to meets the needs of ALL children (Includes 2 year old and Foundation 1) and in conjunction with the New Development Matters Curriculum.

Behaviour and Attitudes (2)

- **To ensure that all pupils are supported effectively to develop positive attitudes to their learning and development.** Lesson observations and learning walks will evidence consistent approaches to behaviour management and will evidence how the setting supports all children in developing a positive attitude towards learning.
- **Attendance and punctuality** are prioritised so that all pupils attend whenever possible. Although attendance at Nursery school is not mandatory, parents will be supported to ensure that children attend whenever possible, particularly those children who are considered vulnerable or who have additional needs. Analysis of attendance records (SIMS) and DFE Covid registers will reflect 95% or above attendance where possible for vulnerable and SEN children. Where this is not the case the leadership team will be aware of steps taken to support improved attendance.



Effectiveness of leadership and management (3)

- **Governors.** To further improve the role and work of Governors within the school to gain deeper insight and enable them to offer further challenge to school leaders **through virtual committee meetings for now.**
- **Links with EYFS at the Primary School:** Continue the good links with Somerville Primary School through regular meetings virtually.
- **Middle Leadership:** To develop the role of middle leaders at the Nursery School. (Assessment reporting).

Personal development (4)

Provide pupils with a rich set of experiences which promotes their understanding of communities beyond their own and supports development of confidence, resilience and independence

- **Outdoor learning.** To continue to develop the outdoor learning spaces to improve opportunities for children to access learning beyond the school building, offering an alternative environments and varying opportunities to access the curriculum.
- **Continuous provision.** To ensure that Continuous Provision across the setting provides children with opportunities to access learning at their level, effectively scaffolding their progress and promoting resilience and independence.
- **SMSC.** To ensure curriculum planning continues to offer opportunities for SMSC and that there are opportunities for visitors to the Nursery School to broaden the children's experience.

Context:

Both Foundation 1 and 2 Year Old Provision had a judgment of 'good' from OFSTED in September 2018. 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. The current Assistant Headteacher was appointed in a joint leadership role in September 2019 but did not become substantive Assistant Headteacher of the Nursery School until September 2020. Staffing in F1 is one teacher post (this is job shared between two class teachers) and one TA 3 and a TA2 supporting a child on a one to basis who will transition to F2 in the coming half term. The Assistant Headteacher is currently employed for three days a week to oversee the day to day running of the Nursery School, she also holds the role of the SENCO and social inclusion manager. However, the governors are currently considering making this role permanent and will also be considering increasing the management time of the Assistant Headteacher during the course of 2020-2021 due to the number of complex SEND needs of the children arriving at the setting and the frequency of Social care meetings and incidents.

In September 2019 a new Room Leader for the 2 year old provision was appointed and since this date she has established effective routines for settling the children into the Nursery School as well developing learning opportunities for them. She is supported by one TA2 (Also Forest School lead and PEEP practitioner) and one Early Years Childcare apprentice.

In July 2020 the Nursery School entered a programme of refurbishment including the remodelling of the exterior of the building and in October



2020 a new outdoor environment flooring was installed for Foundation 1 and the 2 year old provision. Governors have continued with their investment in the upkeep and modernisation of the Nursery School over the last four years.

Two members of staff at Somerville Federation have completed (September 2020) the Level 3 Forest School Leader course. The Site Manager supports the development of the outdoor environment to a high standard.

September 2020 – Maximum capacity in the nursery is currently as follows: 2 year old provision (across 2 rooms) - 64 part time places (32 a.m. and 32 p.m.) with a ratio of 1:4 and in Foundation 1, 78 places (39 a.m. and 39 p.m.) with a ratio of 1:13. There is potential for another room to be provided for F1 children which could cater for a further 26 children. The current 2020-21 (Autumn 2020) cohorts are made up of 33 two year olds and 42 F1 children (6 of these children attend full-time / 30 hours). Both cohorts are boy heavy by 3 and 8 children respectively. In order to support our more vulnerable F1 children (particularly after lockdown), and to facilitate admitting all 2 year olds eligible for a place, the second 2 year old room has been opened this term as a 'nurture room'. The majority of children enter the Foundation1 below typically expected and are considered off track in the three prime areas and also literacy and mathematics. A third of the children who are below typically expected are considered 'well below' typically expected. Several children are brought to Foundation 1 still in nappies, in a push chair and / or using a dummy.

A significant minority of children joining the nursery have social, communication and speech and language delay, currently this number 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 usually a priority. With the advent of Covid 19 these experiences will likely have to be addressed with visitors to site in the coming year

Behaviour is outstanding, with individual children supported and interventions planned for as required. Experienced staff within the setting have excellent knowledge and experience of effective strategies to support pupils with differing needs.

As a consequence of moderation training and in-house moderation the consistency of judgements across the F1 and 2 Year Old Provision has improved and staff are confident in the current process. With staffing changes, continued opportunities to moderate collaboratively will be vital to maintain consistency of judgements.

OFSTED 2018 identified the following areas for leaders to focus on, moving forward,

- improvements to outcomes in reading, writing and speaking are sustained over time
- middle leaders take a more active role in the monitoring of the quality of teaching
- targets in the school development plan are sharper and measurable
- Governors challenge senior leaders with even greater rigour.

These areas remain a priority and the governors are determined in their focus to resolve these issues especially in the ongoing issue of speech and language development.

Key priorities for 2020-21:

1. To develop a nursery curriculum which reflects the changing demands of the Curriculum Guidance for EYFS, which also meets the needs of everyone in our school community and the underpinning mission of the federation to "inspire and challenge to ensure successful futures" with the core values of Happiness, Respect, Resilience and Responsibility (1)
2. Improve the quality of teaching, impact of assessment and % attainment at age related expectations in Communication & Language,



Literacy and Number (1, 2)

3. To ensure that all pupils are supported effectively to develop positive attitudes to their education (2)
4. To develop the effectiveness of evidence that demonstrates the quality of teaching and learning (3)
5. Provide pupils with a rich set of experiences which promotes their understanding of communities beyond their own and supports development of confidence, resilience and independence (4)



SOMERVILLE NURSERY SCHOOL ACTION PLAN 2020-21

Quality of Early Years Education

- Improve the quality of teaching, impact of assessment and % attainment at age related expectations in Communication & Language, Literacy and Number.**

Communication & Language - Increase the progress made by majority of children in communication and language from their starting point (Wellcom) to the next phase by the end of three terms in the Nursery School (For 100% of Amber children within their respective age band to achieve Green by the end of July 2021 with Wellcom -These children will be reviewed in March 2021) *excluding children receiving speech and language therapy or SEN.

Reading, Writing & Number - Ensure that no non SEN children are working below age related expectations at their exit point (At least 75%* of children to achieve age related expectations in these aspects, where this is not the case the leadership team will be fully aware of the barriers to their learning and have evidence of the actions and interventions to overcome these barriers) *This figure needs to be under review as a consequence of the COVID-19 pandemic.

Assessment - To be confident in all assessment judgements and ensure that they are accurate and robust. Senior Team to continue to monitor progress data termly and produce gap and skills analysis action plans for those children and groups of children who may be at risk of going off track.

Teaching - To build upon the good teaching already taking place in the nursery school. To ensure that 100% of teaching in the 2 year old provision and Foundation 1 is graded as Good, with at least 75% of observations graded as outstanding in the 2 year old and 75% in F1 provision

- Curriculum: To develop a nursery curriculum which reflects the changing demands of the Curriculum Guidance for EYFS, which also meets the needs of everyone in our school community and the underpinning mission of the Federation to “inspire and challenge to ensure successful futures” with the core values of Happiness, Respect, Resilience and Responsibility.** Review and Revise the current Nursery Curriculum to ensure that it is broad and balanced to meets the needs of ALL children (Includes 2 year old and Foundation 1) and in conjunction with the New Development Matters Curriculum.

Actions for Implementation	Timescale	Personnel involved
Communication and Language. <ul style="list-style-type: none"> Action plan to be developed to include the training of staff in 'I Can' modules by SB and the planned implementation of strategies identified as beneficial to Speech, Language & Communication development (SB & SALT). For those children identified as needing intervention in Speech and language, will be tracked and monitored termly to ensure that rates of progress in steps are clearly reported to the EYFS committee. Supporting parents with speech and language through PEEP work packs, home learning support and through the use of online tools. 'Time to talk' intervention groups. Promote 'Hungry Little Minds' project to parents (Early Years development resources). Baseline on entry, assess in January, March and July 2020. Wellcom screening toolkit used for all children and interventions for identified children. 	<p>Ongoing till July 2021</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing - termly</p>	<p>SB and SALT</p> <p>Staff</p> <p>HS and LN</p> <p>DH and All staff SB</p> <p>All staff</p>



<ul style="list-style-type: none"> • Speech and Language Therapy offer MONTHLY SLT sessions which are repeated by staff weekly. <p>Reading Writing and Number</p> <ul style="list-style-type: none"> • Promote reading, writing and number throughout the curriculum. • Home learning support for parents via Evidence Me and other online tools. • Interventions for identified children in Reading, Writing and Number to be assigned where appropriate. • Read, Write, Inc. teaching daily <p>Assessment</p> <ul style="list-style-type: none"> • 'Evidence Me' tracking to be utilised by staff termly and analysed to assess needs. • Planning is differentiated for all learning groups of children • Reports to be presented to the EYFS committee on a termly basis on the progress of children both in the 2 year old provision and the Foundation 1 room. (Gap and strength analysis plus action points EHT and AHT monitor data termly and focused intervention is quickly put in place. • Take part in internal moderation training and attend moderation (virtual) with other Nursery Schools and PVI settings to ensure that assessments are accurate. • Monitoring schedule to be created to evaluate the quality of teaching across the Nursery School and the quality of interventions taking place, with a specific focus on developing communication and language, reading and writing. <p>Teaching:</p> <ul style="list-style-type: none"> • Coaching and CPD to be provided to staff to improve the delivery of activities for these focus areas. • Feedback to be given and to be monitored following observations to ensure that progress is being made in teaching to ensure more lessons are being judged as good and outstanding. • Validation of observations and learning walks from an external Nursery Leader. • Audit the staff on their training needs for the forthcoming academic year. • Attend training appropriate to the needs of the staff according to their own development and staff appraisal. • Forest school leader to coach other staff to increase the awareness of Forest School across the Nursery. <p>Curriculum</p> <ul style="list-style-type: none"> • Use contextual information about our school community alongside assessment data and knowledge of children to create an action plan for the review of the curriculum. • Utilise the audit of the curriculum to consider opportunities for development to ensure the curriculum meets the needs of all pupils and the context of the school and the new 	<p>Ongoing</p> <p>Ongoing termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring 2021</p> <p>October 2020</p> <p>Ongoing</p> <p>July 2021</p>	<p>All staff</p> <p>All Staff SB</p> <p>All staff SB & all staff</p> <p>FP HB FP HB</p> <p>SB, HB, FP, LN, AB</p> <p>MF and SB</p> <p><u>MF to organise</u> CH from Leasowe. SB & MF SB</p> <p>Staff HB/FP/room leaders MF and SB SB & All staff</p> <p>SB</p> <p>HS</p> <p>SB & all staff</p>
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Development Matters curriculum guidance (linked to the revised Statutory Framework for the EYFS, planned for 2021).

Resources Required	Budget Implications	Monitoring Strategies	Success Criteria (Impact)
<ul style="list-style-type: none"> • ‘Evidence Me’ online learning journal • Resources to support language & communication • Staff training via Wirral LA / Educare online portal / in-house coaching • Staffing implications for the release of HS (Forest School) and HS / LN (PEEP) 	<ul style="list-style-type: none"> • Evidence Me subscription • Additional resources speech, language and communication. • SLA with NHS for speech and language • Staff training and release costs • Monitoring visits by external moderator 	<ul style="list-style-type: none"> • Lesson observations • Pupil progress meetings • Moderation events • Termly tracker analysis • Online journal scrutiny • Planning scrutiny • Parents evaluations • Learning Walks • Monitoring cycle calendar • HT and AHT Observations • Children’s progress meetings • Termly tracker analysis & Gap and Strength Analysis • Performance management • Parents’ comments • Staff feedback • Progress from baseline data • IEP targets • Audit of provision 	<ul style="list-style-type: none"> • At least 75%* to achieve age related expectations in reading, writing and number skills (*this figure excludes SEN children and this figure needs to be under review as a consequence of the COVID-19 pandemic.) • Consistent use of resources, and strategies to support Speech, Language & Communication in the setting alongside appropriate use of interventions. This will be reflected in progress with 100% of Amber children within their respective age band achieving Green by the end of July 2021 with Wellcom screening • Staff & SLT will effectively utilise Evidence Me tracking to support monitoring and evaluation of children’s progress and to plan for next steps • Across the nursery school 100% of teaching observed will be good, with 75% outstanding • Experiences, opportunities and displays in the learning environment will reflect the requirements of the new curriculum and will be tailored to reflect the needs of the school community. Curriculum displayed on school website.
<p>IMPACT and Evaluation.</p>			



SOMERVILLE NURSERY SCHOOL

ACTION PLAN 2020-21

Behaviour and Attitudes

- **To ensure that all pupils are supported effectively to develop positive attitudes to their learning and development.** Lesson observations and learning walks will evidence consistent approaches to behaviour management and will evidence how the setting supports all children in developing a positive attitude towards learning.
- **Attendance and punctuality** are prioritised so that all pupils attend whenever possible. Although attendance at Nursery school is not mandatory, parents will be supported to ensure that children attend whenever possible, particularly those children who are considered vulnerable or who have additional needs. Analysis of attendance records (SIMS) and DFE Covid registers will reflect 95% or above attendance where possible for vulnerable and SEN children. Where this is not the case the leadership team will be aware of steps taken to support improved attendance.

Actions for Implementation

Timescale

Personnel involved

To ensure that all pupils are supported effectively to develop positive attitudes to their learning and development

- The setting's revised Early Years curriculum will support children in demonstrating the Characteristics of Effective Learning through their play.
- Liaison with Ellery Park Outreach Service, SALT, ASC specialists and Educational Psychologists will enable staff to employ a range of strategies to support pupils with additional needs and others. Action plan to be developed to outline the effective implementation of strategies
- Identified strategies will be implemented consistently across the setting through introduction at staff meetings (virtual) and also through coaching and modelling.
- Mindfulness approach to emotional wellbeing via L Millington

Attendance and punctuality

- Policies and all communications with parents / carers promotes consistent attendance and punctuality at nursery
- Registers are monitored daily to ensure that absences and reasons for absences are noted and responded to
- DFE Covid reporting carried out weekly and shared with HT & AHT
- AHT to liaise with families and other agencies as appropriate to identify strategies to support attendance at nursery

July 2021

SB & all staff

Dec 2020

SB

Ongoing
Jan 2021

SB & all staff
SB/LM

Ongoing

MF, SB, HI

Ongoing

HI

Weekly
Ongoing

HI
DB

Resources required

Budget Implications

Monitoring Strategies

Success Criteria



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<p>Elleray Park Outreach service Resources to support speech, language & communication DFE Covid register</p>	<ul style="list-style-type: none">• Additional resources to support speech, language & communication• Additional resources to support children with SEN / Sensory processing needs• Staff training	<ul style="list-style-type: none">• Attendance reports• Lesson observations• Learning Walks• HT and AHT Observations• Parents' comments & feedback• Staff feedback• Audit of provision	<ul style="list-style-type: none">• Lesson observations and learning walks will evidence consistent approaches to behaviour management and will evidence how the setting supports all children in developing a positive attitude towards learning. Children are deeply engaged in play within a rich and stimulating environment. Continuous Provision areas are well organised, interesting, challenging and progressive.• Analysis of attendance records (SIMS) and DFE Covid registers will reflect 95% or above attendance where possible for vulnerable and SEN children. Where this is not the case the leadership team will be aware of steps taken to support improved attendance.
<p>Impact Evaluation</p>			



SOMERVILLE NURSERY SCHOOL ACTION PLAN 2020-21

Effectiveness of leadership and management			
<ul style="list-style-type: none"> Governors. To further improve the role and work of Governors within the school to gain deeper insight and enable them to offer further challenge to school leaders through virtual committee meetings for now. Links with EYFS at the Primary School: Continue the good links with Somerville Primary School through regular meetings virtually. Middle Leadership: To develop the role of middle leaders at the Nursery School. (Assessment reporting). 			
Actions		Timescale	Personnel involved
<ul style="list-style-type: none"> Governors to be kept fully informed through the EYFS committee virtually on a termly basis and to ensure that they have regular updates and reports on the progress of children and groups of children at the Nursery School. For Foundation 1, 2 and the 2 year old room to be engaged regularly in joint staff virtually meetings, CPD and moderation activities. Middle leaders to receive training from Early Years Inspector/Leader in their development of role as Middle Leaders of the Nursery School. Regular initiatives on a half termly basis will be provided to the staff to ensure that their wellbeing is catered for and given high profile within the Nursery School. 		Termly Half Termly Spring / Summer 2021 Half termly from Spring 2021	MF and SB SB and FM MF to organise <u>HB and FP Lesley Else</u> SB
Resources required	Budget Implications	Monitoring Strategies	Success Criteria
CPD	£1,200 for Lesley Else	<ul style="list-style-type: none"> Reports to the Executive team and to governors. Data sheets made available to the governors EYFS committee in advance of meeting. Minutes record questions asked by governors. Middle leaders meet gap task set by Lesley Else or other. Staff survey results 	<ul style="list-style-type: none"> Governors report that they are more informed and have access to the necessary information and data to make a full judgement on issues relating to EYFS as well as being able to confidently challenge the leadership team as and when appropriate. Middle leaders are confident in being able to support the Executive team and have a better understanding of the current position statement of the school.
Impact and evaluation.			



SOMERVILLE NURSERY SCHOOL ACTION PLAN 2020-21

Personal development

Provide pupils with a rich set of experiences which promotes their understanding of communities beyond their own and supports development of confidence, resilience and independence

- **Outdoor learning.** To continue to develop the outdoor learning spaces to improve opportunities for children to access learning beyond the school building, offering alternative environments and varying opportunities to access the curriculum.
- **Continuous provision.** To ensure that Continuous Provision across the setting provides children with opportunities to access learning at their level, effectively scaffolding their progress and promoting resilience and independence.
- **SMSC.** To ensure curriculum planning continues to offer opportunities for SMSC and that there are opportunities for visitors to the Nursery School to broaden the children's experience.

Actions	Timescale	Personnel involved
Outdoor learning: <ul style="list-style-type: none"> • Forest school leader to coach other staff to increase the awareness of Forest School across the Nursery • Children in F1 to access Forest Schools (every 6 weeks) across the year to broaden children's experiences and enhance their development • To develop the orchard area for use by all children and especially those accessing 2 year old provision • Continued development of outdoor learning to enable children to access provision independently through clearly identified areas • Ongoing promotion of the value of outdoor learning – staff meetings 	Ongoing Termly July 2021 July 2021 Ongoing Ongoing Dec 2020 Jan 2021 Feb 2021 March 2021 Spring 2021	HS HS & DH SB, AB, HS, PT FP & All Staff SB & all staff SB SB & all staff HB, FP and AB MF / SB SB & all staff
Continuous provision <ul style="list-style-type: none"> • Review audit of continuous provision from Jan 2020 • Staff review of how continuous provision is used in nursery – staff meetings / staff survey • Training and development - Early Excellence via Eastway Primary Hub 		
SMSC <ul style="list-style-type: none"> • Carry out an audit of SMSC within the nursery school • Identify ways in which opportunities for children to engage in experiences beyond their local community can be incorporated into school through visitors to the setting 		

Resources required	Budget Implications	Monitoring Strategies	Success Criteria
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<p>DFC and Pre planned maintenance lines of budget.</p> <p>Development of the Orchard area</p> <p>Staff training and release time</p>	<p>£15,000</p>	<ul style="list-style-type: none"> • Minutes of meetings • School Improvement file notes • Self-Evaluation • CPD attendance and evaluations • Learning outcomes from visitors • Staff meeting minutes / training notes • SMSC audit • Planning review. 	<ul style="list-style-type: none"> • Improved outdoor environment. • Audit confirms that curriculum planning and delivery encompasses a range of SMSC activities. • Children to have a range of experiences to support the curriculum.
<p>Impact and evaluation</p>			



SCHOOL STRATEGIC DEVELOPMENT PLAN	<u>Whole School</u> Performance Management Priorities	Priority Achieved
Quality of Early Years Education	<ul style="list-style-type: none"> • <i>Improve the quality of teaching, impact of assessment and % attainment at age related expectations in Communication & Language, Literacy and Number</i> • <i>To develop a nursery curriculum which reflects the changing demands of the Curriculum Guidance for EYFS, which also meets the needs of everyone in our school community and the underpinning mission of the Federation to “inspire and challenge to ensure successful futures” with the core values of Happiness, Respect, Resilience and Responsibility.</i> 	
Behaviour and Attitudes	<ul style="list-style-type: none"> • <i>To ensure that all pupils are supported effectively to develop positive attitudes to their learning and development</i> • <i>Attendance and punctuality are prioritised so that all pupils attend whenever possible.</i> 	
Effectiveness of leadership and management	<ul style="list-style-type: none"> • <i>Governors. To further improve the role and work of Governors within the school to gain deeper insight and enable them to offer further challenge to school leaders through virtual committee meetings for now.</i> • <i>Links with EYFS at the Primary School: Continue the good links with Somerville Primary School through regular meetings virtually.</i> • <i>Middle Leadership: To develop the role of middle leaders at the Nursery School. (Assessment reporting).</i> 	
Personal development	<ul style="list-style-type: none"> • <i>Provide pupils with a rich set of experiences which promotes their understanding of communities beyond their own and supports development of confidence, resilience and independence</i> 	