

**Atherstone Nursery School &
Bedworth Heath Nursery School
&
Warwickshire Teaching School Alliance**

**Single Integrated Development Plan Overview
September 2018 – July 2020**



School Development Plan

2018 - 2020

Atherstone Nursery School

Bright Start, Bright Future: chances to explore discover and grow'

- We offer a warm, safe, enabling environment for children and their families where they can learn and discover
- We support each other and work as a happy, reflective team, sharing best practice and ideas
- We strive for the best outcomes for all children and families in an inclusive environment
- We value parents as partners and work together to provide the opportunity for children to reach their individual potential
- We embed integrated working with other agencies and each other to support all children and families

Bedworth Heath Nursery School

'You Make the Difference, Today, Tomorrow, Together'

At Bedworth Heath Nursery School staff, governors and parents work in partnership with the local community and other stakeholders to create an inclusive organisation where everyone feels safe, welcome, respected and valued. We strive to create an environment, which is challenging, stimulating, creative and enjoyable. All participants are supported and encouraged to achieve their own potential, making the difference in becoming independent and lifelong learners who are able to make a positive contribution to our society

Aims

- To provide a rich and stimulating environment enabling the unique child to become a competent learner
- To provide a warm, friendly, welcoming environment where partnerships are built, valued and understood
- To work together for our local community

Priorities for the next two years

Priority 1: Outcomes for Pupils: *Ensure high quality teaching & effective learning environments lead to pupils making good or outstanding progress relative to their starting points*

P1. A: ALL Children will make at least expected progress in relation to their starting points to ensure they are extremely well prepared academically, socially & emotionally for the next stage of their education.

P1. B: Children with SEN/d, and those who are vulnerable or disadvantaged will make outstanding progress.

Priority 2: Teaching, Learning and Assessment: *Sustain consistently outstanding teaching to ensure pupils love the challenge of learning and are proud of their achievements, they will be curious, interested learners who seek out and use information to develop consolidate & deepen their knowledge, understanding & skills*

P2. A: Assessment is accurate and based on high quality observations. As a result, continuous provision and direct teaching sessions are planned meticulously; based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging or relevant activities.

P2. B: Emphasis on the characteristics of effective learning and practitioner interaction (SSTEW) will support pupils' ability to choose how to approach tasks, solve problems, persevere, take proportionate risks, cope with change, self-regulate their responses and feelings and develop resilience. The impact will be tracked via use of the Leuven Scales

P2.C: Practitioner CPD, action research and reflection will focus on early writing and mathematics – number to ensure pupils make outstanding progress in these areas and are ready for the challenge of the statutory school curriculum.

Priority 3: Personal Development, Behaviour and Welfare: *Pupils will demonstrate a sense of both safety & belonging to their School and community. They will learn about relationships and the world around them and begin to take responsibility for actions that impact upon the individual, the community and the world*

P3. A: We will continue to work closely with families to encourage their engagement & understanding about how young children learn, building their aspirations for what their child can achieve both academically & socially.

P3. B: Continue to develop staffs skills and capacity to work with parents, engage them in their children's learning and keep them informed about their children's achievements and progress. Build capacity to support the family holistically, particularly those who are vulnerable

P3.C: The Schools ethos and curriculum will ensure that children consistently behave in ways that demonstrate that they understand how to stay safe & show that they feel safe and have a growing awareness and tolerance of others.

Priority 4: Effective Leadership and Management: *We will continue to build the capacity of the Schools to improve outcomes for all pupils & their families especially those who are disadvantaged. Leaders uncompromising ambition to raise standards will be disseminated more widely in their role as a Teaching School.*

P4. A: Continue to build the capacity Warwickshire Teaching School Alliance to develop quality across the sector, locally and nationally.

P4. B: Implement rigorous and effective systems to drive improvement through a rigorous monitoring programme and the continued professional development of staff and Governors

P4.C: OFSTED 2014 ANS: Build on the good work done by staff who take a lead aspects of the school's work, by extending their opportunities to share their expertise.

P4. D: OFSTED 2014 BHN: Increase the excellent work undertaken with partner organisations by:

- Giving staff in the two schools in the federation more opportunities to work together and share expertise, in line with current plans.
- Extending, in liaison with the LA, the work done to support other early year's providers so that the staff's high levels of expertise benefit more children beyond this school

What do we need to do over the next two years?

2018-20

Priority 1: Outcomes for Pupils:

Ensure high quality teaching & effective learning environments lead to pupils making good or outstanding progress relative to their starting points

- Because teaching is effective and continuous provision responds to children's interests & data, it provides sufficient challenge in relation to starting points. 70% will make expected progress or above across all Aspects of Learning
- 50% attain at the expected level in the Prime Areas of learning
- Middle leadership supports school improvement - All staff can articulate to Governors, SLT and external professionals some of the strengths and areas for development that they have determined and what effective teaching looks like
- Progress meetings determine individual needs and the planned interventions lead to 75% of those with SEN/d making expected progress. EYFS PP data shows expected progress for 100% & outstanding progress for 50% of children
- Focus / CPD on the prime area of physical development and subsequent learning is observed to be used in practice
- Mentor meeting notes evidence that trainees can articulate why certain elements of the learning environment are present & how they would add to them to support the next steps in learning
- Focus on extension in continuous provision ensures that 65% of more able, 5 term children & 30 hour children **attain** at the expected level in the Prime areas & 10% exceed ARE in Prime areas – (overwhelming majority enter below)
- Specific interventions, such as Forest School, nurture groups and QTS led small gp teaching contributes to evidence that the gap closes for EYFS PP cohorts compared to ALL others
- Sharpen the approach to measuring progress in subject areas at BHN – introduce O'Track
- Attainment in mathematics - number is higher than for 2018 data for 3 and 5 term cohorts – evidencing the continued focus on this work in the 2018/19 SIDP
- Progress of BME is 'in line' with ALL other groups
- 80% make expected progress or better in Physical Development – moving & handling

Priority 2: Teaching, Learning & Assessment:

Sustain consistently outstanding teaching to ensure pupils love the challenge of learning and are proud of their achievements, they will be curious, interested learners who seek out and use information to develop consolidate & deepen their knowledge, understanding & skills

- Moderation activity with other schools is sustained & developed further at ANS to ensure judgements are accurate
- Attainment in mathematics - number is higher than 2018 data for 3 & 5 term cohorts, evidencing focus in 2018/19 SIDP
- QTS led small gp teaching for literacy & numeracy ensures that 40% of children leaving July 2019 & July 2020 attain at the expected level in Reading, Writing, Number & Shape, Space & Measures
- ECERS used by SEYES regularly & audit scores increase at both schools
- Implement SSTEW monitoring more extensively. SSTEW observations are used positively to improve teaching, interactions and outcomes
- Impact of CPD leads to written guidance for all teaching staff on the key skills and knowledge that need to be covered to support progress in early writing and early number
- Heads of school / QTS roles observe family time sessions and are observed by support staff in their teaching of early number skills & phonics (EYE, EYTS, Apprenticeship)
- SLT to review content of ROA's and develop a check list for staff
- SLT to consider effectiveness of the assessment cycle across planning, assessment and documentation of learning
- Pedagogy Journals: Develop staff's ability to document the impact of teaching on learning, so that pupils' progress & their next steps relate directly what is recorded & planned for in future weeks
- Focus on extending the most able in the documentation of learning, - e.g. Star challenge activities
- QTS plan and lead phonics, literacy and numeracy interventions
- Develop staff skills and knowledge in developmental movement play and implement outcomes from this.

<p>Priority 3: Personal Development, Behaviour and Welfare:</p> <p><i>Pupils will demonstrate a sense of both safety & belonging to their School and community. They will learn about relationships and the world around them and begin to take responsibility for actions that impact upon the individual, the community & the world</i></p>	<ul style="list-style-type: none"> • Attendance strategies continue- whole school overall and each child's individual attendance is over 85%. • Implement new post of safeguarding officer and family support worker to support the family holistically, particularly those who are vulnerable – monitor impact via KPI's agreed with the LA • Delivery of REAL and REAM early literacy and numeracy programme in partnership with adult & community learning • Achieve ECO schools award at ANS & BHN • Achieve Healthy Schools or suitable Active School award status at ANS & revisit at BHN • Attempt to secure funding for Brighter Futures' therapeutic counselling, hands on support & training research programme at both schools • Document the impact of our work with the most disadvantaged those with SEN/d via case studies and data analysis • Investigate use of available software for recording safeguarding events and review the current approach to documentation with a view to making it more efficient • Provide bereavement training for all staff / sell places to spread the cost
<p>Priority 4: Effective Leadership and Management:</p> <p><i>We will continue to build the capacity of the Schools to improve outcomes for all. Leaders uncompromising ambition to raise standards will be disseminated more widely in their role as a Teaching School.</i></p>	<ul style="list-style-type: none"> • The training & development of new staff / apprentices / ITT students is focused on improving outcomes for children. • Achieve national SENCO award • Strengthen moderation network meetings external providers / schools • Lead teachers to be released to work together half termly for 1/2 day each term - focus on SLT joint monitoring and mathematics - number • SLT training related to managing performance and difficult conversations • Nursery QTS roles – 3 day middle leadership training £1,000 • Develop Warwickshire specialist early educator accredited role and accredit Early Years SLE's within each school so that SEYE roles to be used to share expertise across the sector • Deliver LA commission to lead quality improvement functions- set up and deliver 9 localities based EYFS Aspiration networks over 2018 – 2020 • Revise SLT monitoring programme to focus more closely on individual teaching sessions, and the development points from 2017/18 monitoring • Wider QTS roles to undertake more monitoring in relation to checking more closely for evidence of challenge, embedded opportunities for Literacy & Numeracy & SSTEWS. • Use expertise in Forest Schools to disseminate good practice to others • Continue programme of Peer to peer learning walks and ensure feedback is disseminated • Build the skills & experience of all SEYES to support with SEN/d & early help, identify & train a SaLT champion at ANS

Atherstone & Bedworth Heath Nursery School Development Plan. RAG RATING

Key Areas for Improvement	completed	underway / in progress/ongoing	not on track	RAG EVALUATION				
				Informed by discussions with SLT and Governors				
				Term 1	Term 2		Term 3	
Priority 1: Outcomes for Pupils: To ensure high quality teaching & effective learning environments lead to pupils making good or outstanding progress relative to their starting points				Dec 2018	Feb 2019	Apr 2019	May 2019	July 2019
P1. A: ALL Children will make good progress in relation to their starting points to ensure that they are extremely well prepared academically, socially & emotionally for the next stage of their education.								
P1.B: Children with SEN/d, and those who are vulnerable or disadvantaged will make outstanding progress								
Priority 2: Teaching, Learning and Assessment: Sustain consistently outstanding teaching to ensure pupils love the challenge of learning and are proud of their achievements, they will be curious, interested learners who seek out and use information to develop consolidate & deepen their knowledge, understanding & skills								
P2. A: Assessment is accurate and based on high quality observations. As a result, continuous provision and direct teaching sessions are planned meticulously; based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging or relevant activities.								
P2.B: Emphasis on the characteristics of effective learning and practitioner interaction (SSTEW) will support pupils' ability to choose how to approach tasks, solve problems, persevere, take proportionate risks, cope with change, self-regulate their responses and feelings and develop resilience. The impact will be tracked via use of the Leuven Scales								
P2.3: Practitioner CPD, action research and reflection will focus on early writing and mathematics – number to ensure pupils make outstanding progress in these areas and are ready for the challenge of the statutory school curriculum.								
Priority 3: Personal Development, Behaviour and Welfare: Pupils will demonstrate a sense of both safety & belonging to their School and community. They will learn about relationships and the world around them and begin to take responsibility for actions that impact upon the individual, the community and the world								
P3. A: We will continue to work closely with families to encourage their engagement & understanding about how young children learn, building their aspirations for what their child can achieve both academically & socially and leading on the importance of 'community, democracy and responsibility for the world around us								
P3. B: Build capacity to support the family holistically, particularly those who are vulnerable and ensure early Intervention leads to timely and responsive support								
Priority 4: Effective Leadership and Management: We will continue to build the capacity of the Schools to improve outcomes for all. Leaders uncompromising ambition to raise standards will be disseminated more widely in their role as a Teaching School.								
P4.A: Continue to build the capacity Warwickshire Teaching School Alliance to develop quality across the sector, locally & nationally.								
P4. B: Refresh the systems to drive improvement through a rigorous monitoring programme and the continued professional development of staff and Governors. Build the role of middle leaders in leading school development								
P4.C: OFSTED 2014 ANS: Build on the good work done by staff who take a lead aspects of the school's work, by extending their opportunities to share their expertise. OFSTED 2014 BHN: Increase the excellent work undertaken with partner organisations by: <ul style="list-style-type: none"> • Giving staff in the two schools in the federation more opportunities to work together and share expertise, in line with current plans. • Extending, in liaison with the LA, the work done to support other early year's providers so that the staff's high levels of expertise benefit more children beyond this school 								

Appendix one: Data to evidence impact

Data target	Outcome / Impact
Progress	
Because teaching is effective 70% ALL groups make expected progress or above across all Aspects of Learning	
75% of those with SEN/d make expected progress	
EYFS PP data shows expected progress for 100% & outstanding progress for 50% of children.	
Leuven Data Sets show positive shift	
Progress is clear to see in records of achievement and all staff members can articulate what individual childrens progress looks like & the evidence base for outstanding progress is clear.	
80% make expected progress or better in Physical Development – moving & handling	
The progress of BME is in line with ‘ALL other’ groups	
Attainment	
QTS led small gp teaching for literacy & numeracy ensures that 40% of children leaving July 2019 & July2020 attain at the expected level in Reading, Writing, Number & Shape, Space & Measures	
50% attain at the expected level in the Prime Areas of learning	
10% exceed ARE in Prime areas at each school	
65% of more able, 5 term children and 30 hour children attain at the expected level in the Prime areas.	
Attainment in mathematics - number is higher than for 2018 data for 3 and 5 term cohorts – evidencing the focus on this work in the 2018/19 SIDP	
Specific interventions, such as Forest School, nurture groups and QTS led small gp teaching contributes to evidence that the attainment gap closes for EYFS PP cohorts compared to ALL others	
Teaching and Learning	
O track is in place & allows for analysis at aspect level and in more depth for group level	
Focus / CPD on the prime area of physical development and subsequent learning is observed to be used in practice	
Mentor meeting notes evidence that trainees can articulate why certain elements of the learning environment are present & how they would add to them to support the next steps in learning	
The Schools are recognised externally for high quality practice around inclusion	
Training notes are shared and evidence that staff have the confidence to use a range of strategies	
Triangulation & monitoring activity shows clear evidence of how data & observations lead to planning & teaching which meets the needs of individuals and groups in continuous provision & directed work	
SSTEW scores increase from baseline	
Focus on CPD and improving understanding of sequential knowledge development in mathematics and early writing supports a target of 80% make expected progress in the Prime areas of learning	
Leadership	
Middle leadership supports school improvement - All staff can articulate to Governors, SLT and external professionals some of the strengths and areas for development that they have determined and what effective	

teaching looks like	
Staff responsibilities are distributed across the SEYE middle leadership level and develop others in line with performance management targets	
QTS led Governor monitoring evidences that small group & 1:1 teaching / interventions are of a consistently high quality & lead to at least expected progress for SEN/d / PP & EaL	
SLT / Governor monitoring evidences pedagogy that scaffolds children's next steps through effective questioning, careful planning and observation	
Supervision facilitates effective emotional resilience & ability to fulfil the job role. Time lost to work related stress is minimal. Staff recognise the signs of stress & use coping strategies	
Staff questionnaires evidence high levels of motivation & belief in the school's operation and ethos	
Governor monitoring tasks are completed and feedback is implemented	
Ofsted inspection grades are sustained	
PM targets are met	
SLT can focus on strategic development because more of the day to day running of the school can be managed by the Nursery qts roles	
Parental Engagement	
Parental contributions to ROA's is evident	
Parents engage with the curious thinking and thirst for learning present within their children and good patterns are established for families supporting learning.	
Evaluations from parent's workshops show increased confidence & knowledge about how to support children at home.	
Questionnaire feedback evidences satisfaction above 90% for the quality of support offered	
Overall Attendance is 80% or better. Attendance after medical absence data is discounted is at 86%	
The wider community / SMSC	
Research & reflection leaders to clear strategies / approaches to building childrens understanding of their influence in small gps, our school, local community& the world around us.	
The schools receive accreditation for using sustainable approaches to the environment.	
Portfolio of SMSC evidence of outstanding practice	
The value added and impact of MNS on social justice is evidenced	
Staff are confident using the Schools approaches & processes evidenced in clear curriculum materials & resources, used in an embedded manner & evidenced in a portfolio for community cohesion, British values & equalities.	
Healthy School status is achieved / or suitable Active School award	
SLT and Governor monitoring evidences that practice in infant mental health & Wellbeing is consistently outstanding.	
Pupils can discuss their feelings and how they keep themselves safe.	
Qualifications for staff in mental health level 2 and the Solihull Approach are achieved.	

Safeguarding	
CP referrals reduce, and early help cases led by the school increase	
Safeguarding procedures are effective. S11 audit identifies compliance	
Governors safeguarding audits show outstanding practice	
E-safety practice is effective	
Safeguarding processes are accessible across sites, statistical reports are readily available. Information is presented to SLT & Governors to ensure acute awareness of status for each school	
Staff are better placed to respond to the range of vulnerabilities parents present with. Research into new ways of working leads to innovative practice, outcomes shared with the sector & key achievements used in future practice	
SLT attain required DSL refreshers, access safer recruitment, H&S managers, Risk Assessment training and EVC training.	
TSA	
SLA / commission from LA – KPI's met	
Subscription package provides guaranteed income and aids future planning.	
Traded service is sustainable	
Accreditation route in place and 6 SLE's / LLE's achieve this 12 SEE's are accredited	
Aspiration networks in place & facilitate delivery of WE: 1 based on local data Warwickshire Education 1 Our challenge is to foster childrens love of learning from birth through early childhood and into year 1 so that all young children achieve their potential. Together we will champion the Early Years Foundation Stage. In 2018/19 we will: <ul style="list-style-type: none"> • Coordinate high quality training • Help parents to provide language rich learning at home • Secure sufficient childcare • Ensure safeguarding procedures are robust 	
Schools Direct Places: 7 places filled and commenced in September 2019	
Marketing & Raising the profile of the traded service - Policy and process in place - See TSA action plan for detail	
Funding bids - Evaluation reports evidence the impact of the schools & TSA in supporting others across the sector	