

**Peartree Way Nursery School
School Development Plan Overview 2022 – 2023**

Vision

“Friendship, fun and learning for life”

Aims

At Peartree Way we aim for all children to:

Feel good – feeling secure, safe and happy in their relationships and the environment, leading to high levels of well-being and involvement for all.

Become independent – developing self-help skills and able to build relationships with adults and peers.

Love learning – become learners who are proud of their achievements and confident in their own abilities

Make their voice heard – becoming confident speakers and listeners who express their own needs, feelings and opinions and reflect on and understand those of others

Priorities

Leadership & Management:

To develop the skills of the Senior Leadership Team to positively develop the quality of education across the setting

- a) Staff are involved in the curriculum planning and can articulate the impact of training on their practice
- b) CPD translates into improvements in the teaching of the curriculum. Notably phonics teaching, communication and language skills and personal development
- c) Recruitment of experienced nursery teacher to ensure high quality education and effective leadership across the setting.
- d) Identification of existing staff to support DSL role.
- e) Recruitment of SENCo or explore appropriate training to ensure inclusion support is effective.
- f) Staff demonstrate a clear understanding of their strengths and their areas of development through performance management processes
- g) Staff demonstrate responsive teaching based on in the moment observation/assessment
- h) Staff consistently report high levels of support for well-being issues

Quality of education:

To empower all staff to understand and implement a well sequenced curriculum towards our aspirational outcomes

- a) The curriculum is ambitious and designed to meet the needs of all children
- b) Children hold mark making tools competently and make marks that represent meaning
- c) All practitioners effectively guide, challenge and support children’s learning so that they make progress
- d) Adults consistently inform children of enhanced provision and as a result they are motivated and engaged in purposeful play
- e) Staff consistently promote children’s independence
- f) To strengthen and develop a consistent approach to the teaching of reading and writing through the use of core books
- g) Staff and children know core books well and re tell them or act them out in character or using props
- h) Children speak fluently with confidence and use new vocabulary appropriately
- i) Parents and carers are involved in their child’s learning through home reading and support through workshops.

Quality of Education:

To strengthen and develop a consistent approach to the teaching of reading and phonics through the use of core books so children can reach intended outcomes and are ready for the next stage of education.

- a) Practitioners have a clear understanding of the core books and rhymes chosen in response to each cohort’s interests.
- b) Encourage children to share books at home with parents and other family members. Parents feel confident to share books with their children through support from key practitioners and workshops
- c) Phonics to be introduced through play opportunities and explored according to individual stage of development. Practitioners to be confident to implement next steps for phonic development.
- d) Re -introduce Makaton signing to both Pre-School and Nursery as a method of communication.
- e) Increase range of books to promote greater diversity.
- f) Supporting disadvantaged children to access reading opportunities through core books gifted to home and stories reflecting the diversity of our community within our library.

OFSTED Next Steps for Peartree Way (from November 2018)

Leaders and those responsible for governance should ensure that:

1. Middle leaders continue to develop their skills and expertise so that they take a lead in identifying priorities and planning effectively for improvement across the school
2. The most-able pupils are sufficiently challenged to deepen their knowledge, skills and understanding across the curriculum.

Ultimately, school is fun for everyone
Parents, governors and the wider school community are encouraged to participate in school life
Reduced workload and increased wellbeing for staff at all levels

- Staff promote through modelling and children demonstrate the Characteristics of Effective Learning consistently across the setting
- Children can speak about prior and current learning which is evident when they access learning. This is linked to their individual cultural capital
- Adults consistently teach skills based on what children know and can do, providing opportunity for them to practice, rehearse and consolidate these skills throughout the session
- Gap between all identified vulnerable children and their non-vulnerable peers across the school is narrowed
- All children to achieve to their full potential, making expected+ progress from their starting point
- 100% of teaching and learning to be good or better

- The Planning in the Moment approach is implemented confidently.
- Children’s imaginations and curiosity are supported to ensure they are deeply engaged and sustain high levels of concentration.
- Staff are confident about child development and so can deepen learning within each interaction.
- Small group time is integrated into session time and linked with provocations relating to our curriculum and cultural capital.

- Adults, children and families enjoy sharing stories in a warm and cosy environment.
- Children enjoy recognising the fun in rhyming, anticipation and humour in a range of stories.
- Children will be able to ‘tune into’ sounds through keen listening skills and early phonics.
- Practitioners seize every opportunity to teach new and relevant vocabulary when sharing books and experiences with children. Children can be heard using and applying new vocabulary in meaningful contexts, evidencing impact. Children are able to use a range of vocabulary in context but also enjoy learning the meaning of new and unusual words.
- Children are able to use non-fiction resources and recognise how they support their learning.

School Plan

This plan has been devised to be a working document that is digestible for all. It is deliberately focussed on three core priorities that we believe will have a significant impact on the quality of teaching and learning, removing barriers to achievement, enhancing educational and social outcomes and continuing to build the positive reputation of the school in the community and beyond.

The following groups will be able to document actions and evidence at key points throughout each half term:

Staff – Staff briefings, Staff INSETs and external training will provide opportunities for action towards each of the school priorities. Rather than keeping detailed minutes of meetings, actions and evidence of impact will be added to the school plan. Any other business is shared with the team through email.

SLT – Leadership time and SLT meetings will provide opportunities for action towards each of the school priorities. Detailed minutes of meetings will be kept and shared with staff plus actions and evidence of impact will be added to the school plan. Any other business is shared with the team through email.

Parents – Parent feedback will be collated and analysed with comments added to the plan

Governors will review the progress on a regular basis.

Improvement Priority 1

Leadership & Management:

To develop the skills of the Senior Leadership Team to positively develop the quality of education across the setting (Intent)

a consistent

Budget: £2000

Governor Champions – Kelly and Carolyn

Implementation	Timescale	Who	Financial Implication
1. Clearly define all roles, but especially those of the SLT, to ensure clarity of responsibilities through robust job descriptions. Support leaders who are new to role	January 2023	DW SLT	
2. Share practice through visiting other settings and attending early years and teacher/practitioner networks SLT to attend regular network meetings for Pre-School and Nursery staff both in Stevenage and organised through Nursery Headteachers network	Termly review	SLT	For cover and possible overtime
3. SLT to contribute to the development of key documents e.g. SDP & SEF to ensure they have clear understanding of the documentation, terminology and can articulate the curriculum to colleagues, other professionals and parents.	Termly Review	SLT	
4. Review monitoring timetable to ensure robust evaluation of provision and staff	Half-termly	HT	
Impact: January 2023			

1. Job description shared with all staff as part of the Professional Development and supervision sessions. Team Leads are part of PD process to ensure clear support within the session.
Team leads are new to leadership role and have been supported by Claudia Banita as Nursery Teacher in conjunction with Deb. Claudia has moved to teach in a Primary school and so a supply teacher has been sourced, and it is hoped a new full time teacher will be in post for the Summer Term.
Staff supervision sessions in December determined clearer lines of communication were necessary to raise any issues. Kathryn (CoG) supported this process. SLT roles redefined. Morning briefing sessions within the teams are proving effective ways of communicating session plans as well as safeguarding issues.
Supply teacher employed for Spring Term
2. Stacey and Lauren attended Stevenage EY network meeting and shared notes with SLT.
Actions: End of year Wellcomm outcomes to be shared with local schools as part of transition information.
Lauren to explore funding for English and Maths Hub funding for training or link with other schools
Nursery to share our transition paperwork with cluster as Peartree Spring Primary find them very useful to support their transition process. We will continue to use our format.
Deb and Stacey visited Muriel Green Nursery to observe practise.
Meeting arranged for Claudia to shadow teacher at Weston Way did not go ahead as Claudia was left.
3. SDP & SEF still primarily competed by HT following resignation of Nursery Teacher. To be reviewed depending on skills of supply teacher and the aim is to recruit an experienced teacher by February 2023.
Experienced EY supply teacher has made a positive start with sharing her knowledge and skills. Part time post as struggled to source a full time EY teacher with QTS for the start of the Spring Term. Although early days, Dani has settled in well and teams feel supported.
4. Monitoring timetable maintained as a live document. Shared with staff via email and posted on staff boards around the setting when amended. Provision review included as staff meeting on a half termly basis. Staff are feeling better informed about what is happening.
Action: Observation cycle needs to be reviewed to ensure both formal and informal observations are embedded in practice. (SLT)
Action: Ensure Governors observation visits are booked in. (Deb)

Improvement Priority 2

Quality of Education:

To empower all staff to understand and implement a well sequenced curriculum towards our aspirational outcomes. (Intent)

Budget: £2000

Champion Governors: Bridy and Kayleigh

Implementation	Timescale	Who	Financial Implication
1. Work with HfL/SLT to develop a clear and succinct curriculum based on our vision and values.	Autumn	Deb Willcox HfL SLT	HfL costs
2. Share curriculum with all staff as part of INSET/staff meeting provision. Team Leads (SLT) to be confident to support with questions and terminology to articulate what we are doing, why now and what next for the children.	Autumn	All	EYAs at staff meetings
3. Develop sequences of learning for skill development – link with curriculum skills based outcomes so that staff feel confident to support the small steps of learning.	Spring	All	Rexources, EYAs at staff meetings.
4. Regularly review provision and environment to meet children’s interests and needs to facilitate children’s learning across the whole setting.	Half-termly built in to monitoring timetable	All	
5. SLT to visit other settings to observe inclusion of more formal group times in the session e.g. Attention Bucket as well as general provision. Link with planning of teaching of skills development.	Autumn/Spring	SLT	
6. CPD refresher to re-introduce Forest School to support skills development, promote positive self-esteem and increase staff understanding of schematic learning.	Spring	EL/DW	EYAs at staff meetings

Impact:

January 2023

1. Liaison with Andrew Boyes (HfL) and SLT has determined a curriculum to support our children’s learning and development.

2. Shared with staff during December INSET. Training also supported by Andrew. Staff seem more confident with articulating the curriculum with peers and team leads but need to increase confidence when talking with other professionals.
3. Sequences of skill development shared around the setting as prompts and suggestions for staff.
4. Provision review added as a half-termly staff meeting. Staff feedback shows it has been beneficial to review children's interests and ensure resources are to hand to support in the moment interactions.
5. Visit to Muriel Green by Stacey and Deb to review implementation of Attention Bucket provocation. Implementation planned by SLT with training during December INSET. However, delayed due to staff absence due to Covid and respiratory infections. Ongoing but children are engaging in provocations and small group activities.
6. Liaise with Weston Way and John Blaney to explore Level 3 training (ongoing)

Improvement Priority 3

Quality of Education:

To strengthen and develop a consistent approach to the teaching of reading and phonics through the use of core books so children can reach the intended outcomes and are ready for the next stage of education. (Intent) *the teaching of teaching and phonics through use of core books so children can reach intended outcomes and are ready for the next stage of education*

Budget:

Governor Champions: Kathryn and Vicky

Implementation	Timescale	Who	Financial Implication
1. Audit books across the setting so that there is clear progression and a range of reading material available and key texts are identified to support the curriculum delivery and reflect our diverse community.	Autumn/Spring	SLT	X
2. Deliver CPD staff training to promote: <ul style="list-style-type: none"> • Effective story telling 	Autumn/Spring	SLT	X

<ul style="list-style-type: none"> • Modelling language and vocabulary and making the most of teachable moments in Planning in the Moment • Using signs & visuals to aid non-verbal learners • Helicopter stories/ story scribing 	Autumn/Spring Spring Summer		
3. Research and share the benefits for reading with all staff e.g. links with Readit2, CLPE Core Books etc.	Spring	SLT All staff	
4. All staff are confident with the components of successful phase 1 Letters and Sounds after attending Nursery & Pre-School meetings with Nursery Staff gaining an awareness of Stage 2.	Spring	Deb Willcox Claudia Banita	
5. Senior leaders to develop a rigorous and sequential approach to the reading environment and a confidence and enjoyment in reading which can be supported at home.	Spring	Deb Willcox Claudia Banita	
6. Devise clear ways to assess and measure the quality of teaching of communication skills	Spring	SLT	
7. Effectively use external advice and senior leaders to develop practitioner's skills in supporting communication and language acquisition. Children in need of Speech and Language (SaLT) support are discussed and monitored on a regular basis.	Half-termly	All staff	X
8. Learning walk with a focus on speaking and listening	Half termly	SLT	
9. WELLCOMM is offered to narrow the gap for individuals who have a speech, language and communication need	Termly	SS	

Impact:

January 2023

1. Book audit carried out by Claudia. New books purchased to extend equality and diversity using HfL guide and voucher. Ongoing review of book provision to support cultural capital and adaptation of core books for Pre-School planned for Spring Term.
2. Stacey continues to model storytelling throughout the setting with the use of core texts, Hearsay books which support Makaton and popular stories. Staff are growing in confidence to take the lead on story telling whilst others need further support.
Practitioners have lanyards with visuals appropriate for their areas to support children's communication skills. Tina Priestley (SEN Advisory Teacher) was impressed with the visuals Stacey had organised and their effectiveness with the SEN children. Dawn (Greenside Outreach) is due to revisit to review the impact and offer further advice in March 2023.
3. Too early to assess impact

4. Phonics awareness has been shared with staff during training led by Claudia in the Autumn Term. Planned phonics activities take place in Nursery sessions and children are engaged and relating what they have learned throughout the provision. Quieter spaces need to be identified to promote effective listening skills – ongoing. Pre-School focus on listening in the environment and development of speech sounds.
5. Sequences of learning need to be reviewed in conjunction with the teacher.
6. This has yet to be implemented
7. Stacey supports Speech and Language development within the session or through 1:1 support. SaLT have visited to support one child with a programme of sessions and referrals are being acted upon albeit with a delay in implementation. Practitioners are skilled in basic SaLT skills e.g. repeating back what the child has said, providing a narrative, 1 + 1 word development etc. and use these in context with the children.
8. This needs to be embedded due to staff changes and illness
9. All children have had Wellcomm screening with those identified receiving extra support.