2019-2020

Jo Aylett

Head Teacher

2019-2020

Edith Kerrison School Development Plan

*Together we play, talk, listen and learn*



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| **Area of Focus** | **The Quality of Education** | | |
| **Children’s access to a broad and balanced curriculum that equips them with what they need for the future is embedded.**  **Objectives:**  *Staff are clear about what children need to know in key core areas of the curriculum*  *Children’ knowledge and understanding of the world is further developed*  *Staff expertise and understanding of the power of technology is improved*  *The curriculum for children with SEND is enhanced through sensory experiences and explorations*  *Assessment successfully supports the teaching of the curriculum*  *The gap in children achieving above expected levels of progress in literacy is narrowed through a focus on early reading and writing* | **Key milestones**  Action plan and programme of CPD in place focussed on developing core curriculum experiences (Sept 19, SP, JA)  A curriculum for cooking workshop delivered at LWL conference (SP Jan 20)  Programme for educational visits for targeted children involving parents (Sept 19, SP)  Plans for development of the garden approved and a schedule of works in place (Sept 19, JA)  Action plan and programme of CPD in place focussed on digital play (Dec 19)  A schedule of Parent workshops to support key curriculum developments (Oct, Dec, Feb, April)  Action plan and programme of practitioner support in place (BD Sept 19)  Schedule of moderation across nursery/school/PVI (JA Sept)  CPD and exemplification for Special week learning journeys with parental conferencing and next steps for learning (JA Sept 19)  A lead teacher for literacy is established (JA Oct 19)  Action plan and programme of teaching early reading and writing is established (JH Jan 20)  Staff appraisal targets reflect objectives for improving the quality of education (JA Oct 19) | **Monitoring**  JA to meet with SP termly to monitor progress  SP to monitor provision using ITERs/ECCERs termly  SP/JA to monitor children’s access to key areas in Special book’s Spring and summer term  JA to monitor parent feedback from visits termly and levels of engagement  SP to monitor children’s access to the world through special books and provision every half term  JA to track children’s progress/ attainment in the world spring and summer term  JA/SP to lead moderation for children’s achievement in the world across school and PVI settings  LK to complete audit if provision for technology Oct 19  LK to monitor children’s access to technology termly through special books and provision  BD/SP to monitor SEND children’s access to sensory experiences  VN (lead gov for assessment) to monitor moderation activities across schools and PVIs termly  JA to monitor special book learning journeys and assessment for learning team meetings termly  JA to monitor children’s access to early reading and writing teaching half termly and the quality of teaching  JA/GS/AE to monitor and support staff progress against targets | **Evaluation**  GB learning walk with SIA support what changes have been made and what has the impact been?  PEAL learning walk - impact of changes  Child’s voice – observations of children’s learning in core curriculum areas identified in special books  JA – staff focus groups and surveys 1/19 do all staff say that their understanding and skills have improved in provision for sensory experiences.  Reviews of ITERs and ECCERs scores cross referenced to children’s individual learning journals to establish impact  Review of assessment for learning meetings/special week learning journeys and staff feedback - how successfully does assessment support teaching the curriculum?  Outcomes in literacy show the gap between children achieving above expected levels of progress is narrowed by 10% |

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| **Area of Focus** | **Behaviour and attitudes** | | |
|  | **Key milestones** | **Monitoring** | **Evaluation** |
| **Children’s high levels of well-being and positive attitudes to learning is embedded**  **Objectives:**  *Attendance improves termly and is at 90% or higher in the summer term*  *Persistently absent children are identified and their families are given Early Help, leading to 75% or more improving their attendance by the summer term*  *Children with low levels of well- being and difficulties self-regulating are identified and families are involved in plans leading to 75% or more improving their well-being by the summer term*  *Outcomes for children with identified speech, language and communication difficulties are further improved through early identification, refining curriculum provision and providing further enrichment activities* | Children of concern are identified and shared with key staff for monitoring (JA Oct 19)  Family support workers are briefed on their role in supporting improving attendance and involved in establishing protocol and procedures (JA Nov 19)  A clear procedure is written and shared with staff for persistently absent children (JA Dec 19)  Individual plans in place to support identified children with low well-being and difficulties self-regulating (JA Nov 19)  Children of concern are assessed and identified and shared with key staff for monitoring (JA Nov 19)  Provision mapping and planning maximises opportunities for developing language and literacy (SP Jan 19)  Parents of target children are supported to help children develop language (SP)  Identified children are targeted for educational visits programme (SP Nov 19)  Staff identify and use key core provision vocabulary (SP Jan 2020)  CPD is provided for staff to further improve quality of interactions with children (SP Jan 2020) | JA to report to GB termly through HT report termly attendance figures. GB to monitor improvement.  JA to monitor early Help records for identified children termly  JA to monitor staff following procedures for persistently absent children spring and summer terms  JA/SP to monitor individual children’s progress/outcomes against targets through pupil progress meetings with teachers, special books and levels of parental engagement and involvement and report to governors (Autumn 2020) | GB to review attendance figures spring and summer terms/ Early Help records – how well have protocals and procedures improved attendance rates? How well have parents been supported in their understanding of regular attendance at nursery?  GB to review how successful individual plans have been in improving children’s well-being and ability to self-regulate  (Autumn 2020)  GB to review how successful plans have been in improving identified children’s language and communication  (Autumn 2020) |

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| **Area of Focus** | **Personal development** | | |
| **Provision for the personal development of all children is further improved, building confidence and resilience.**  **Objectives**  *To further improve children’s opportunity to keep physically healthy by giving ample opportunities for children to be active outdoors*  *To engage with society beyond the school gate through a programme of educational visits*  *To improve children’s progress in their self-confidence and self- esteem so that 90% of children make at least good progress*  *To work with Rosetta Primary School to support children to be equipped for their reception class’s* | **Key milestones**  Plans for development of the garden approved and a schedule of works in place (Sept 19, JA)  A schedule of CPD to develop core outdoor experiences is in place (Sept 19 JA)  Clear guidance established with staff on our intentions for children’s physical development and outcomes is established (JA, June 20)  Moderation meeting focussing on SCSA with other local nursery providers established to clarify expectations and share good practice (JA, Sept 2019)  Termly pupil progress meetings to identify children of concern and put intervention strategies into place (JA)  Clear guidance established with staff on our intentions for children’s SCSA development and outcomes is established (JA, Jan 2020)  DHT to meet with Rosetta AHT for Early Years to negotiate and establish non –negotiables on-entry to reception (SP, Nov 19) | **Monitoring**  JA/VN to monitor children’s physical health through learning walks and learning profile scrutiny termly  JA/SP to monitor key core outdoor provision areas spring and summer term  Track children’s progress in physical development and health and self-care through pupil progress meetings termly (JA)  SP to monitor children’s progress towards Rosetta non-negotiables on-entry before and following transition to reception summer and autumn term 2020 | **Evaluation**  GB learning walk with SIA support what changes have been made and what has the impact been?  Child’s voice – observations of children’s learning in core curriculum areas outdoors identified in special books  JA – staff appraisal 9/20 do all staff say that their understanding and skills have improved in provision for self- confidence and self- awareness.  Outcomes in SCSA show at least 90% of children have made good progress |

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| **Area of Focus** | **Leadership and management** | | |
| **Our Intent: Leaders continue to focus their attention on the education provided by the school to lead to better outcomes for children.**  **Objectives:**  *Staff expertise in teaching identified core curriculum areas is further improved through CPD and leader support/intervention*  *Children benefit from consistent expectations across the school*  *The GB enhances the effectiveness of the school through challenge and support*  *All staff are supported through regular supervisory meetings with team leaders*  *Opportunities for reflective conversations with TAs of the quality of education are enhanced*  *All TAs are clear about their roles and how they contribute to the achievement of school goals*  *CPD for TAs reflects their needs*  *TAs are part of regular performance reviews* | **Key milestones**  DHT/HT establish a timetable of support/team teaching for targeted staff (Jan 2020)  Schedule of CPD for core curriculum areas and digital play (JA Sept 2019)  The DHT has peer support to mentor her through delivering improvements with clear targets for development (Sept 2019)  Staff identify intent of core areas of provision (Dec 2019)  Staff implement intentions of core areas of provision (Jan 2020)  Staff measure the impact of core areas of provision (July 2020)  The GB attend Leadership training day (Sep 2020)  The GB visit the school and observe/evaluate key priorities for development (Termly)  A co-opted governor with financial expertise is appointed (Sept 2019)  A termly schedule of supervision for all staff is established (Jan 2020) | **Monitoring**  JA to meet with DHT/curriculum leads and SENCO monthly to monitor and track progress against targets  DHT/ curriculum leads and SENCO to evaluate and report termly on progress against action plan targets  JA/SP/ curriculum leads and SENCO to monitor staff expertise in identified areas half termly  GS to monitor termly governors visits to the school and impact of observations and evaluations on school improvement.  GS to monitor attendance of governors at GB meetings and training and to follow protocal and guidance to support governors with their roles and development.  GS/JA to monitor skills of GB  JA to monitor schedules of supervision for all staff termly  JA to meet with support staff termly to review well being and feelings towards role and responsibilities | **Evaluation**  Staff meet appraisal targets fulfilling roles and responsibilities  Outcomes for children in identified areas are at least good  Staff audits and feedback show improved teaching expertise in identified areas  Observations and monitoring show expectations are consistent across staff  GB evaluate their own progress and improvement in their roles and as a GB and identify next steps for further improvement  Audits of staff feedback show levels of well-being are high and staff are confident in their roles and responsibilities  Governors are updated on the commitment of TAs to the shared vision and support to improve their practice. |