2022-2023

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Headteacher

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Edith Kerrison School Development Plan

*Together we play, talk, listen and learn*

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**Edith Kerrison School Improvement Priorities**

**Vision: A place for all to flourish through positive relationships and a sense of belonging**

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| **Objective 1**  ***We intend to further embed positive relationships and a sense of belonging for all.*** |
| **Objective 2**  ***We intend to further develop staff expertise through a programme of professional development that is responsive to the needs and interests of children, parents and staff.*** |
| **Objective 3**  ***We intend to further enhance our existing provision to narrow the gap between the most disadvantaged children and others with a focus on SEND, EAL and attendance*** |

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| **Objective 1** | ***We intend to further embed positive relationships and a sense of belonging for all.*** | | |
| **Goals:**  **Reduce paperwork and tracking requirements and practices so practitioners maximise further their time spent with children**  **Develop further the role of key person and family groupings**  **Support leaders with management of key leadership tasks**  **Further Improve transition practice using latest DFE guidance from covid recovery programme**  **Review the school’s behaviour policy with regards to children resolving conflict**  **Review and update the staff handbook**  **Empower staff to have connected** **communication with their managers, teams, parents, children and each other**  . | **Key milestones**  Expectations clearly communicated through training, meetings and policy  Review of on line learning journal  Schedule of PPA in place reflecting policy  Schedule of key leadership tasks for middle and senior leaders  Parents aware of EK assessment procedures through meetings and policy  Transition expectations clearly communicated to staff led by SP/JA  Keyperson and family groupings rationale and policy clearly communicated to all practitioners JA  CPD groupings and training schedule in place for PSED/CLL/Literacy and maths  Behaviour policy reviewed by PSED CPD group and shared with all staff  Spring term  Staff handbook presented to Autumn term GB meeting  Whole school INSET delivered for connected communication Sept 2022  Schedule of coaching and mentoring for all staff Autumn term 2022  Schedules for variety of regular meetings in place and staff informed Sept:   * Inclusion team Termly * HT/TA meetings termly * Supervision termly * Teacher Talk SLT monthly * Chair /HT monthly * Well-being committee meetings termly * Leaders coaching and mentoring half termly   Supervision training for team leaders  Better communication through whole school calendar /diary system  Weekly Staff email for briefing/updates written by SLT and sent to all staff Monday mornings  Calendar of key nursery events and celebrations shared with staff | **Monitoring**  JA/SP practitioner interaction monitoring termly  JA to lead on introducing and monitoring on line learning journals  JA/SP to communicate schedule key leadership tasks termly  GB/HT to monitor supervision of all staff termly  SP to monitor and evaluate transition practice termly against key expectations  JA/SP/governor monitor family groupings and keyperson routines in line with policy termly  JA/SP/governor monitor children’s behaviour against policy Spring term/summer term  GB to monitor staff conduct through established criteria for HT reporting e.g. absence, management action, complaints, disciplinaries, grievance  Governors invited to attend INSET Sept 2022  HT/GB monitor schedule/meeting minutes and anonymised meeting reports/logs  Calendar of key events and celebrations shared with GB termly | **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 emotional well-being at points of transition reviewed and evaluated JA  JA – staff focus groups and surveys do all staff report positive relationships with leaders and peers and a sense of belonging to the school and Children’s Centre  Reviews of children’s behaviour and self-regulation demonstrate impact of transition/behaviour/key person policies and procedures and high quality PSED provision.  Review of OPAL assessments and staff interactions - how successfully does assessment policy and procedures maximise practitioner time spent with the children?  Review of more individualised system of CPD – how successfully does this approach support practitoner professional development and improvement and commitment to the school.  Staff survey/feedback shows staff feel they have the space and opportunity to communicate issues and concerns and are listened to and supported to resolve problems leading to greater harmony and professional conduct. |

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| **Objective 2** | ***We intend to further develop staff expertise through a programme of professional development that is responsive to the needs and interests of children, parents and staff.*** | | | | | |
| **Goals** | **Key milestones** | | **Monitoring** | | **Evaluation** | |
| **Staff have ability to choose a more individualised programme of professional development related to key areas of learning they are interested in further developing and improving their own practice in.**  **Leaders are confident to lead their teams on a programme of CPD related to DFE Early Years COVID recovery**  **Teams build in partnership with parents through their focus areas to enable parents to engage and support their child at home with their learning**  **With the support of leaders, practitioners design and deliver a project within their key area of learning to a group of children and measure and evaluate the impact on teaching and learning.**  **All practitioners complete a record of their CPD and a journal of their learning as part of their supervision and appraisal targets**  **All practitioners play a role in presenting their learning from their CPD to the GB**  **All practitioners play a role in communicating**  **their work widely with parents, governors and early years professionals through blogs, newsletters, presentations and workshops.** | Staff surveys completed and grouping established with leads  JA Sept 22  Offer of CPD outlined and shared with all staff JA Sept 22  Links to DFE guidance shared and researched by leads JA Sept 22  Termly schedule of training/forums for parents in place and shared with parents  Led by teachers and CPD leads  Oct/Jan/April 22/23  Registers and evaluations in place for all parent meetings/training led by CPD leads Oct 22  Plans of home learning shared across the nursery and communicated to parents through website and learning journal. Ongoing led by CPD leads 22/23  Project designs and action plans in place Dec 22 CPD leads  System for recording CPD and personal development files in place Oct 22 JA  Supervision and appraisal target set Oct 22 SLT/CPD leads  Governor/CPD team meetings scheduled summer term to share impact of learning on practice  Lead practitioners to share work at Newham’s Nursery Early Years conference Jan 23  Lead CPD practitioners contribute termly to governor and parent newsletters and website blogs and workshops | HT/GB/SIA to review CPD leads termly evaluations of progress and impact  All CPD leads to audit and monitor practice across the school termly  HT/DHT to monitor confidence of CPD leads monitored through feedback at Teacher Talk meetings and through coaching and mentoring  HT to monitor registers of attendance and parent evaluations of training/forums termly  HT/GB monitor home/school learning and parental engagement through learning journals Jan/April/July 23  HT to monitor CPD leads project designs and action plans through coaching/mentoring meetings and teacher talk  HT/CPD leads to monitor their team’s personal development files termly for updates Dec/March/June  Governor’s monitor the work of the teams through visits and interviews with practitioners and report findings back to the full GB Spring/Summer term 23  Governors attend Newham Nursery Conference and Edith Kerrison workshops Jan 23  Progress of CPD project noted in SIA report to LA and GB Autumn/Spring/Summer terms | | Staff feedback through supervision, professional development files and interviews shows reflection and evaluation in development of personal and professional expertise  Observations of practice and impact on teaching and learning along with evaluations of pupil’s progress demonstrates children’s interests and needs are met  Parent feedback through registers, learning journal contributions, spotlight reports and training evaluations demonstrate parents are satisfied with the school’s support for home learning and parental engagement in children’s learning.  Conference evaluations show early years practitioners gain knowledge and understanding through attendance at Edith Kerrison workshops | |

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| **Objective 3** | ***We intend to further enhance our existing provision to further narrow the gap between the most disadvantaged children and others with a focus on SEND and attendance*** | | |
| **Goals**  **All staff implement the attendance policy rigorously and consistently across the school**  **All keypersons are confident and have the tools to challenge poor attendance appropriately**  **Effective systems for monitoring attendance across the school are further embedded**  **Families struggling with poor attendance are quickly identified and offered family support and Early Help to overcome barriers**  **System of celebrating good attendance established to reward parents for their commitment to their child’s education**  **Outdoor sensory provision further improved with development of Sensory community garden funded by the LA**  **A programme of high quality provision for SEND in place, monitored and impact on children’s development and learning assessed, evidenced and evaluated**  **All children on appropriate pathways for funding to enable necessary support** | **Key milestones**  SLT review and evaluation of current policy and procedures JA Oct 22  Updated policy shared with all staff and broken down into step by step guidance, parents, and governors JA Jan 23  All staff trained on connected communication with expert consultant JA Sept 22  Office staff to work with BROMCOM on monitoring and reporting attendance Autumn term 22  Review of termly monitoring report to the full GB JA Autumn 2022  HT weekly monitoring and feedback to team leaders and teams  Parents rewarded and celebrated termly for their child’s good attendance JA Dec 22  Bid for funding approved JA Sept 22  Action plan for sensory community garden in place and shared with GB JA Nov 22  Vision and action plan to further enhance high quality SEND provision in place SP Sept 22  Review of systems for monitoring SEND children’s attainment and progress reported to HT/GB Autumn term SP  Written policy for assessment procedures for children with SEND Dec 22 SP  Schedule of progress meetings with Keypersons of children with SEND and SENDCo SP Sept 2022  Case study reports of progress and provision for SEND children presented to GB June SP 23  All identified children presented to appropriate panels in timely manner with accurate and complete reports SP ongoing | **Monitoring**  JA/team leaders through weekly meetings and conversations with teams (Team Talk)  Attendance monitored through termly pupil progress meetings with keypersons and practitioner confidence in communication and challenging conversations through supervision meetings  SBM/JA to monitor office systems for monitoring attendance termly  JA/teamleaders monitor Early help records and work of family support workers  JA/GB to monitor celebration of good attendance through involvement in celebration and reward for good attendance  JA/Governor monitor ½ termly progress with Action plan  Progress with Outdoor sensory provision monitored by GB through visits and reports  Assessment policy monitored by HT/GB  Implementation of the policy monitored by SP and reported to JA termly  Written summaries of progress meetings with actions monitored by JA termly  Case study reports Monitored by the GB June 2023  Half termly monitoring of funding for children with SEND monitored by HT/SBM | **Evaluation**  **Improvement in attendance for identified families with consistently poor attendance is improved and children make expected levels of progress in their development and learning from their starting points**  **Feedback from staff shows they are confident to intervene swiftly where attendance is low and have the conversation with parents.**  **Support is effective in meeting parent’s needs, expectations are clear and agreed and attendance is therefore improved from 80% to 90%.**  **Feedback from parents shows they understand the importance of good attendance and are motivated to achieve good attendance for their child.**  **Targets and timeframes for the development of the community sensory garden are met.**  **Audits, surveys and feedback from staff, governors and LA show high quality provision for children with SEND is in place and children make good progress against their starting points.** |