

Sir James Knott Nursery School- The Nursery by the Sea

School Development Plan 2018/19

To implement an integrate Project Based Learning into our Early Years Curriculum and evaluate its impact upon sustained shared thinking- depth of engagement of learners.

To develop our outdoor learning environments, responding to children's fascinations and lines of enquiry with a focus upon the prime areas of learning; Personal, Social and Emotional Development, Physical Development and Communication and Language.



"Creating strong and lasting foundations for learning"

To focus on raising educational achievement and outcomes for all pupils regardless of their starting points; through teaching and learning being inspirational, being responsive to children's needs and for all children to achieve at least good if not better progress with a focus on extending and challenging the more able.

For Sir James Knott Nursery School to improve its educational offer by having links to its local environment; become a Beach School.

To extend the core offer at Sir James Knott Nursery School to extend and develop our two year old provision and look to incorporate one year old provision.

1. To implement an integrate Project Based Learning into our Early Years Curriculum and evaluate its impact upon sustained shared thinking- depth of engagement of learners.					
Desired Outcomes	Actions/ Person (s) Responsible	Evidence	Autumn 2018	Spring 2019	Summer 2019
Develop 3 whole school projects for the upcoming academic year 2018-19	For Key Phase Leads to have a planning day to focus on planning for a whole school project for each term (3 days across the academic year). JC, KE, DM, AH	Project Based Planning Children's progress logs Seesaw Calendar of events	Launch of first project- How does play help us to learn? Shared with Parents via Seesaw. Project based Planning shared on our school website.		To have successfully planned for and carried out 3 projects in line with children's lines of enquiry.
Curriculum planning document is used to track coverage across projects and academic year.	For whole staff team to have regular staff meetings to discuss project based learning and what the project means for their cohort of children e.g. two year old provision, Nursery Hub and 30 Hour Provision. JC, KE, JS, HL, JA, LR, DM, AH	Curriculum Planning Document Monitor the usage of Seesaw for all staff to ensure all staff are contributing to the overall picture of each individual child. SSTEWS Audit			To ensure that all 3 projects have the breadth and depth of all areas of the EYFS curriculum.
Seesaw is used to record and track evidence in a variety of forms e.g. to inform parents and for gathering evidence.	As part of key phase meetings for the curriculum planning document to be revised. JC, KE, JS, HL, JA, LR, DM, AH	Staff meeting materials Learning Walks Observations Pupil Progress Trackers and Action Plans			Seesaw to be the tool in which to engage with parents around their child's learning and for sharing communication from school.
Using the Sustained Shared Thinking and Emotional Well-being (SSTEWS) Scale for two-five year old provision to ensure we have sustained shared thinking	Monitor Seesaw as a communication tool between school and parents. JC	Target Tracker Data Planning Learning Stories			To enhance children's skills in relation to building trust, confidence and independence. Social and emotional well-being, Supporting and extending language and

<p>incorporated into our curriculum delivery.</p>	<p>To use the SSTEW scales to audit our provision. JC, KE, Two Year Old and Nursery Link Governors</p> <p>To devise key documentation for all staff around learner qualities and deepening thinking skills. JC, KE, JS, HL, JA, LR, DM, AH</p>	<p>Floorbooks</p> <p>Termly data scrutiny</p> <p>Quality Monitoring Cycle</p>			<p>communication, Supporting learning and critical thinking and Assessing learning and language skills; focusing upon the prime areas of learning and characteristics of effective learning.</p>
<p>Children will be engaged and motivated to learn through the development of learner qualities and deepening thinking skills.</p>					<p>Teaching and learning termly reviews to demonstrate through a range of monitoring that outcomes for children are substantial and sustained and that the learner qualities and deepening thinking skills have been embedded across the Nursery and applied and used within daily Nursery life.</p>

2. To focus on raising educational achievement and outcomes for all pupils regardless of their starting points; through teaching and learning being inspirational, being responsive to children’s needs and for all children to achieve at least good if not better progress with a focus on extending and challenging the more able.

Desired Outcomes	Actions/ Person (s) Responsible	Evidence	Autumn 2018	Spring 2019	Summer 2019
Ensure that all children from their various starting points make at least good if not better progress.	Use tracking systems to measure the progress of sub-groups, including boys and girls, children with SEND, more able and talented children, disadvantaged children and children who access the 30 hours.	Pupil Progress Trackers and Action Plans Planning scrutinies Seesaw Observations Supervision notes Target Tracker Data			To raise attainment across the Nursery provision with a particular focus upon starting points and exit points for pure Nursery, 30 hour children and 2 year olds.
To target set and track children in line with pupil progress meetings across each term to diminish the gaps in children’s attainment and to be reactive with appropriate interventions to plug gaps in learning.	JC, KE, JA, AH, DM, T+L Sub-Committee To continue to carry out on school and across other schools within North Tyneside and out of borough. JC, KE, JS, HL, JA, LR, DM, AH	Actions Plans and monitoring by HT and Governors through Link Governor visits. Planning Floorbooks Accurate Next Steps in Children’s Learning			Teaching and learning termly reviews to demonstrate through a range of monitoring that outcomes for children are substantial and sustained.
Immersive learning approaches will give children confidence to become involved in the process of learning and development.	To continue to develop purposeful and meaningful learning through the use of provocations. KE, JS, HL, JA, LR, DM, AH	Performance Management Mid-Year Review and End of Year Review			For learning environments to be fully immersive following children’s lines of enquires and challenges catering for all learners.
Extend staff knowledge of ways to engage, challenge and accelerate the progress of the most able.	Development of challenges within the learning environment. KE, JS, HL, JA, LR, DM, AH	Staff meetings Quality Monitoring Cycle Termly data scrutiny			For 80% of our most able and talented pupils and particularly children who access 30 hours provision to achieve above age related expectations.

<p>To continue to support children with SEND through targeted intervention programmes so that they make similar progress from their starting points as their peers.</p>	<p>Interventions to be carefully targeted and monitored for effectiveness. JC, KE, T+L Sub-Committee, Two Year Old and Nursery Link Governors, SEND Governor</p>	<p>Children's progress logs Individual Play Plans SEND Inclusion Action Plan Monitoring of intervention programmes</p>			<p>The gap between the attainment of disadvantaged two, three and four year olds and other children to be narrower than 2018.</p>
<p>Devise an action plan for the deployment of Early Years Pupil Premium funding.</p>	<p>Monitor the impact of the Early Years Pupil Premium funding and Two Year Old funding on the progress of disadvantaged pupils to ensure that their rates of progress are broadly inline with the other children in their cohorts. JC, KE, SEND Link Governor, Looked After and Early Years Pupil Premium Link Governor</p>	<p>EYPP Action Plan 2 Year Old Action Plan</p>			<p>To ensure that our action plan reflects the needs of our identified children and that the funding is spent on resources, training for staff to support to diminish the gaps within children's learning and to ensure that they make at least good rates of progress and that they are working within age related expectations.</p>

3. To extend the core offer at Sir James Knott Nursery School to extend and develop our two year old provision and look to incorporate one year old provision.

Desired Outcomes	Actions/ Person (s) Responsible	Evidence	Autumn 2018	Spring 2019	Summer 2019
Strategically devise a 3 year budget plan in order to sustain our school.	Look at the long term plan to ensure that Sir James Knott Nursery School is feasible long term JC, KE, NB, All Governors	Budget planning tool- Looking at the Likely Case/ Best Case for Sir James Knott Nursery School. Staffing structure based upon occupancy levels and potential for some growth.	Carried out Budget monitoring with the LA and was able to see the budget challenge that Sir James Knott is going to face.		To ensure that over the next 3 years that the staffing structure reflects the needs of the service and is feasible with the income generated.
To be able to deliver a high quality service with a reduction of staff ensuring the statutory framework is adhered to.	Look at the services that we can offer at Sir James Knott Nursery School and reflect upon the impact for children and parents against the financial gains for the school JC, NB, Governor Working Group	Invite parents and our local community to see how our core offer at Sir James Knott Nursery School	Carried out a budget position meeting with Senior Managers in the Local Authority to present the challenges that Sir James Knott Nursery School are facing.		To work with the Local Authority and all other relevant personnel to consider how best to address the challenge.
Develop and implement a commercialisation strategy that ensures the sustainability and financial viability of the school focuses upon; 30 hours provision, extending out two year old provision, opportunity to introduce a one year old provision and operating times of wrap around/ holiday club.	Market our ideas and USP via advertising and social media JC, KE, NB, Communication and Marketing Link Governors, Community Link Governors Investigate what our one year old offer could look like.	Results from parent/ carer surveys around opening times, breakfast club and holiday club. Log of consultancy work shared with Governors and amount of money generate from income generation.			For the provision at Sir James Knott Nursery School to meet the needs and demands of the local community whilst ensuring it is a financially viable model to the school.
For the Headteacher to carry out consultancy work in order to gain income into the school.	JC. NG, All Governors		The Headteacher has a visit to Sitges planned for November and is in communication with		To be able to carry out consultancy work and gain revenue back into school funds.

	<p>To undertake pieces of working from training companies as well as educational settings.</p> <p>JC</p>		<p>a training company to write 2 training courses for the spring term.</p>		<p>Also a great opportunity for networking and sharing of experiences</p>
<p>To devise a risk register in order to commit resources to risk control activities.</p>	<p>To generate a risk register which will be reviewed termly in line with ensuring sustainability for the school.</p> <p>JC, NB, Non Teaching and Learning Sub-Committee</p>	<p>Risk Register</p>	<p>A Working Group was established to focus upon Securing the Future of Maintained Nursery School on 23.10.18.</p> <p>An action plan has been devised and duties are to be delegated to relevant Governors.</p>		<p>To identify risks requiring control and to documents evidence that the school is identifying and managing risks.</p>

4. For Sir James Knott Nursery School to improve its educational offer by having links to its local environment; become a Beach School.					
Desired Outcomes	Actions/ Person (s) Responsible	Evidence	Autumn 2018	Spring 2019	Summer 2019
For John Croft and Kim Edgar to undertake the Level 3 Beach School Practitioner qualification and complete portfolio.	To attend the 2 day training at Boggle Hole Beach, Whitby. JC, KE To complete the portfolio separately. JC, KE	Training notes Training booklets Photographs	John and Kim undertook the 2 days training on 31 st -1 st August 2018. Both portfolios were submitted on 24.10.18. Awaiting confirmation of qualification, have been notified that this can take up to 3 months.		To attain the Level 3 Beach School Practitioner qualification. To have gained the Level 3 Beach School Practitioner qualification. To be implementing weekly Beach School sessions.
To equip all teaching and learning staff with the pedagogy and skills for carry out beach school sessions.	To carry out staff training around the essential skills and pedagogy for beach school sessions. JC, KE, JS, HL, JA, LR, DM, AH	Staff meetings Training Days			For all teaching and learning staff to be confident in supporting with beach school sessions.
To develop a cycle of weekly sessions for all learners from two-four years of age.	Staff to have real life experience with being on the beach for part of their training.	Schedule for weekly sessions Beach School Blog on website			For the cycle for weekly beach school sessions to be embedded within the Nursery routine and ethos of learning.
To provide opportunities and experiences within our outdoor learning spaces for children to consolidate and deepen their skills for life.	For weekly sessions to be ran for all learners across the Nursery provision. JC, KE, JS, HL, JA, LR, DM, AH	Target Tracker Data Actions Plans and monitoring by HT, Governors through Link Governor visits and School Development Partner			For 80% of children to achieve rapid rates of progress across Understanding the World and Expressive Arts and Design.
All Teaching and Learning staff to lead on a particular area of learning (guardian) to ensure all aspects of the EYFS are	To focus upon the starting points for all learners relating to	Performance Management Mid-Year Review and End of Year Review			For the outdoor learning environments to have opportunities for children to engage in learning across all

<p>valued and embedded into daily practice.</p>	<p>Understanding the World and Expressive Arts and Design and measure the progress of children's outcomes within these areas across the academic year. JC, KE, JS, HL, JA, LR, DM, AH, T+L Sub-Committee</p> <p>Impact on data in relation to UTW and EAD to increase the number of children working above age related expectations. JC, KE, JS, HL, JA, LR, DM, AH, T+L Sub-Committee; Two Year Old and Nursery Provision Link Governors.</p> <p>Teaching and Learning staff to be responsible for a particular area within the outdoor learning environment. KE, JS, HL, JA, LR, DM, AH</p>	<p>Pupil Progress Trackers and Action Plans</p> <p>Planning</p> <p>Seesaw entries, UTW and EAD observations and data</p> <p>Supervision notes</p> <p>Learning Walks</p> <p>Quality Monitoring Cycle</p>			<p>seven areas of learning.</p> <p>For resources and equipment to be of high quality and engaging to all learners.</p>
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5. To develop our outdoor learning environments, responding to children’s fascinations and lines of enquiry with a focus upon the prime areas of learning; Personal, Social and Emotional Development, Physical Development and Communication and Language.

Desired Outcomes	Actions/ Person (s) Responsible	Evidence	Autumn 2018	Spring 2019	Summer 2019
To redevelop and resource our outdoor environment to facilitate open ended learning opportunities; accessible for all learners.	Consultation with stakeholders, staff, parents, children and Governors to ensure that there is a collective voice. JC, Community Link Governors	Consultation documentation Bid writing to the Lottery Outdoor observations Planning scrutinies Target Tracker Data Actions Plans and monitoring by HT, Governors through Link Governor visits and School Development Partner	To have successfully completed the Mud Kitchen and Potion Making Area of our outdoor provision.		To successfully redevelop our outdoor environments to capture children’s lines of enquiries and to enable children to become confident, capable learners through having high quality open ended resources and opportunities.
To provide opportunities and experiences within our outdoor learning spaces for children to consolidate and deepen their skills for life.	To focus upon the starting points for all learners relating to Personal, Social and Emotional Development, Physical Development and Communication and Language and measure the progress of children’s outcomes within these areas across the academic year. JC, KE, JS, HL, JA, LR, DM, AH, T+L Sub-Committee	Performance Management Mid-Year Review and End of Year Review			For 80% of children to achieve rapid rates of progress across Personal, Social and Emotional Development, Physical Development and Communication and Language.
Immersive learning approaches will give children confidence to become involved in the process of learning and development.	Impact on data in relation to PSED, PD and C+L to increase the number of children working above age related expectations. JC, KE, JS, HL, JA, LR, DM, AH, T+L Sub-Committee	Pupil Progress Trackers and Action Plans Planning			For learning environments to be fully immersive following children’s lines of enquires and challenges catering for all learners.
All Teaching and Learning staff to lead on a particular area of learning (guardian) to ensure all aspects of the EYFS are valued and	and C+L to increase the number of children working above age related expectations. JC, KE, JS, HL, JA, LR, DM, AH, T+L Sub-Committee; Two	Seesaw entries, PSED, PD and C+L observations and data Supervision notes			For the outdoor learning environments to have opportunities for children to engage in learning across all seven areas of learning.

<p>embedded into daily practice.</p>	<p>Year Old and Nursery Provision Link Governors.</p>	<p>Learning Walks</p>			<p>For resources and equipment to be of high quality and engaging to all learners.</p>
<p>For all Teaching and Learning staff to actively be involved within one of the two working groups.</p>	<p>To continue to develop purposeful and meaningful learning through the use of provocations. KE, JS, HL, JA, LR, DM, AH</p> <p>Development of challenges within the learning environment. KE, JS, HL, JA, LR, DM, AH</p> <p>Teaching and Learning staff to be responsible for a particular area within the outdoor learning environment. KE, JS, HL, JA, LR, DM, AH</p> <p>Teaching and Learning staff to become leaders of learning; upskilling and sharing good practice with the rest of the T+L team, other educational establishments and Governors. KE, JS, HL, JA, LR, DM, AH, All Governors</p>	<p>Quality Monitoring Cycle</p> <p>Presentations produced for Teachmeet</p>			<p>For Governors and School Development Partner to be invited to a Teachmeet event in the Summer Term for Teaching and Learning staff to share their action research and findings.</p>