

Sir James Knott Nursery School- The Nursery by the Sea

School Development Plan 2019/20

To extend the core offer at Sir James Knott Nursery School; to increase capacity within the two year old provision as well as offering a rising three provision.

Project Based Planning

- a) To develop consistency to Project Based Learning across all areas of provision.
- b) To focus upon sustained shared thinking- depth of engagement of learners.



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.

Improve attendance and punctuality to ensure children's readiness for school.

"Creating strong and lasting foundations for learning"

For Sir James Knott Nursery School to improve its educational offer by having links to its local environment; immersing the curriculum with beach school sessions.

To continue to support personal and professional learning and wellbeing to optimise staff and children's learning outcomes.

Priority 1 To extend the core offer at Sir James Knott Nursery School; to increase capacity within the two year old provision as well as offering a rising three provision.

Desired Outcomes	Actions (led by)	Evidence	Autumn Update 2019 actions	Spring Update 2020 actions	Summer Update 2020 actions	Targets/ Outcomes
To increase the number of children to 16 in AM session and 12 in PM session.	To deploy staff to ensure the statutory framework for the EYFS is adhered to. JC	Staffing structure based upon occupancy levels and potential for some growth				To ensure that the two year old provision is a financially viable model.
To establish a rising three year old provision. To recruit 2 staff for provision and to enhance the learning environments.	Advertise the 2 Teaching Assistant Posts. JC Appointment of Teaching Assistants. JC, AH	Recruitment process References				To successfully introduce a rising three provision. To established highly engaging and challenging learning environments.
Develop and implement a commercialisation strategy that ensures the sustainability and financial viability of the school focuses upon; 30 hours provision, extending our two year old provision, opportunity to introduce a rising three provision.	Adaptation of provision both indoors and outdoors. JC, All rising three staff 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, Non T+L Sub-Committee	Probation Reviews for new staff members. Induction process Invite parents and our local community to see how our core offer at Sir James Knott Nursery School is delivered				For the provision of 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.

<p>Strategically devise a 3 year budget plan in order to sustain our school.</p>	<p>Market our ideas and USP via advertising and social media. JC, NB, Teacher, Community Link Governors</p> <p>Look at the long term plan to ensure that Sir James Knott Nursery School is feasible long term. JC, NB, Teacher, All Governors</p>	<p>Budget planning tool- Looking at the Likely Case/ Best Case models for Sir James Knott Nursery School</p> <p>Commercialisation Strategy</p> <p>Advertising</p> <p>Social Media</p>				<p>To ensure that over the next 3 years that the staffing structure reflects the needs of the service and is feasible with the income received/ generated.</p>
<p>Governor Evaluation:</p>						

Priority 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 (led by)	Evidence	Autumn Update 2019 actions	Spring Update 2020 actions	Summer Update 2020 actions	Targets/ Outcomes
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 talents children, disadvantaged children and children who access the 30 hours.	Pupil Progress Trackers and Action Plans Planning				To increase the number of children working at age related expectations and beyond within the Nursery Hub, 30 hour children and Two Year Old Provision.
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 strategies/ interventions to diminish gaps in learning.	JC, Teacher, T+L Sub-Committee To continue to carry out internal and external moderation to validate staff’s judgements. All staff	Planning scrutinises Seesaw Observations Group supervision notes				Teaching and learning termly reviews to demonstrate through a range of monitoring that outcomes for children are substantial and sustained and there has been an impact upon curriculum design.
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. All Staff	Target Tracker Data Action Plans and monitoring by Headteacher and Governors through Link Governor visits				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 environments. All staff	Floorbooks Progress books				To increase the % of our most able and talented pupils and particularly children who access 30 hours provision to

		Accurate next steps in children's learning				achieve above age related expectations.
To continue with our fully inclusive learning environments for all learners. To support our children with SEND through targeted targets and strategies so that they make similar progress from their starting points as their peers.	To monitor the targets and strategies implemented for SEND children and monitor their effectiveness. JC, Teacher, T+L Sub-Committee, Two Year Old and Nursery Link Governors, SEND Governor	Performance Management Mid-Year Review and End of Year Review Staff meetings Quality Monitoring Cycle Termly data scrutiny				The gap between the attainment of disadvantaged two, three and four year olds and other identified groups to be narrower than 2019.
Devise an action plan for the deployment of Early Years Pupil Premium funding.	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 their peers. JC, Teacher, SEND Link Governor, Looked After and Early Years Pupil Premium Link Governor	Individual Play Plans SEND Inclusion Action Plan Monitoring of SEND interventions/ strategies EYPP Action Plan 2 Year Old Action Plan				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. To increase the % of children achieving rapid rates of progress within the Two

						Year Old Provision.
Governor Evaluation:						

Priority 3 To continue to support personal and professional learning and wellbeing to optimise staff and children's learning outcomes.

Desired Outcomes	Actions (led by)	Evidence	Autumn Update 2019 actions	Spring Update 2020 actions	Summer Update 2020 actions	Targets/ Outcomes
To establish a programme of support for staff wellbeing.	The formation of a Wellbeing team. JC, Teacher, All Staff, Health and Safety Link Governor Plan social events for staff. JC, All Staff	Meeting minutes from the Wellbeing team Social Events happening across the academic year				For staff to learn how to identify what and how they are feeling and to use strategies given to support them with dealing with situations; their self-regulation.
To develop a Mental Health and Emotional Wellbeing Policy.	Develop more efficient communication systems. JC, Teacher One staff meeting per half term to be dedicated for mindfulness, pilates, yoga with a buffet tea. JC, All Staff	Impact upon wellbeing half termly meetings Mental Health and Wellbeing Display in Staffroom				For a Mental Health and Emotional Well Being Policy to be implemented and embedded across school.
To help children develop their understanding of their different emotions, developing self-regulation.	Availability of information to support staff that includes outside agencies. JC, NB, Health and Safety Link Governor	Daily mindfulness quotes for staff				Children learn to identify what and how they are feeling and are supported to cope with them and learn self-regulation.
To foster the wellbeing and involvement of all our children.	To produce a Mental Health and Emotional Wellbeing Policy. JC, Teacher, Health and Safety Link Governor	Mental Health and Wellbeing Policy Assessment Data linked to Leuven Scales Emotional Literacy through Quality Monitoring Cycle				Children who are at risk of low well being and involvement are quickly identified and supported. Well being and involvement improve throughout the academic year.

	<p>Leuven Scales Key Persons to screen their children on baseline, identifying vulnerable children, who are low on the Leuven Wellbeing and involvement scales. JC, All Staff</p> <p>Work to support those identified children helping them to develop emotional wellbeing and greater involvement in play, accessing outside agencies if appropriate. JC, Teacher, DM</p> <p>Emotional Literacy Staff meetings on supporting emotional literacy. JC, Teacher</p> <p>Each room to develop an emotionally rich provision, supporting children to identify the different emotions they may be feeling during a day, developing their self-regulation and leading to improved behaviour. All Staff</p>	<p>Environment Audits</p> <p>Children's surveys</p> <p>Introduction of Jigsaw- The mindful approach to PSHE. The comprehensive Scheme of Learning for PSHE Education including Emotional Literacy, Social Skills and Spiritual Development, for Ages 3-16. www.jigsawpshe.com JC, Teacher</p>				
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Governor Evaluation:

Priority 4 For Sir James Knott Nursery School to improve its educational offer by having links to its local environment; immersing the curriculum with beach school sessions.

Desired Outcomes	Actions (led by)	Evidence	Autumn Update 2019 actions	Spring Update 2020 actions	Summer Update 2020 actions	Targets/ Outcomes
To continue to develop 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 Outdoor lesson visits Planning Planning scrutinises Target Tracker Data Pupil Progress Trackers and Action Plans				To continue to develop 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.	Development, Communication and Language and Literacy and measure the progress of children's outcomes within these areas across the academic year. All Staff, T+L Sub-Committee	Action Plans and monitoring by Headteacher, Governors through Link Governor visits and School Development Partner visits and reports.				To increase the % of children achieving rapid rates of process across Literacy and Communication and Language.
Immersive learning approaches will give children confidence to become involved in the process of learning and development.	Impact on attainment data in relation to PSED, PD, CL and L to increase the number of children working above age related expectations. All Staff, T+L Sub-Committee	Performance Management Mid-Year Review and End of Year Review Seesaw entries PSED, PD, CL and L observations and data Group supervision notes				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	All Staff, T+L Sub-Committee; Two Year Old and Nursery Provision Link Governors.	Learning walks Quality Monitoring Cycle				For the outdoor learning environments to have opportunities for children to engage in learning across

<p>and embedded into daily practice.</p>	<p>To continue to develop purposeful and meaningful learning through the use of provocations. All staff</p>	<p>Presentations produced for Summer Term Governor Meeting</p>				<p>all seven areas of learning. 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 the research team research with Benton Dene Primary School.</p>	<p>Development of challenges within the learning environment. All staff</p> <p>Teaching and Learning staff to be responsible for a particular area within the outdoor learning environment. All staff</p> <p>Teaching and Learning staff to become leaders of learning; upskilling and sharing good practice with the rest of the Teaching and Learning team, other educational establishments and Governors. All staff, All Governors</p>					<p>For Teaching and Learning staff to share their action research and findings during the Summer Term Governor Meeting with Governors and School Development Partner.</p>
<p>To develop a cycle of weekly sessions for all learners 2-4 years of age.</p> <p>To link with the teacher at Stephenson Memorial Primary School who is a beach school trained to carry out</p>	<p>To develop a cycle of weekly sessions and recruit volunteers to assist with these sessions. JC, Teacher</p> <p>Purchase the essential equipment for undertaking</p>					<p>Children demonstrate their attitudes and behaviours through the key characteristics of effective learning: playing and exploring, active learning, creative thinking and thinking critically.</p>

<p>collaborative sessions between the two schools.</p>	<p>regular beach trips across the seasons. JC, Teacher</p> <p>To forge links with Stephenson Memorial Primary School to undertake collaborative sessions across the academic year. All Staff</p>					<p>To embed the pedagogy and skills for teaching and learning staff to be able to facilitate beach school sessions.</p> <p>To focus upon the starting points for all learners relating to Understanding the World and Communication and Language and measure the progress of children's outcomes within these areas across the academic year.</p>
<p>Governor Evaluation:</p>						

Priority 5 Improve attendance and punctuality to ensure children's readiness for school.

Desired Outcomes	Actions (led by)	Evidence	Autumn Update 2019 actions	Spring Update 2020 actions	Summer Update 2020 actions	Targets/ Outcomes
To promote the importance of attendance and punctuality to ensure learners are accessing their early years entitlement. Attendance to be 85% across the academic year.	To review the attendance policy and monitoring of attendance of vulnerable children. JC, Teacher Ensure parents/ carers are informing us of reasons for non attendance. All Staff	Key Person Display Attendance Display Local Authority Attendance Poster				For all parents/ carers to receive the attendance policy and be aware of the schools expectations and strategies used to celebrate good attendance.
For targeted children's attendance rates to improve.	Registers on SIMS to be taken in classroom to improve accuracy. JC, NB, Teacher	SIMS Attendance Reports Attendance Policy SIMS registers				To see an increase in the overall attendance figure for both the 2 Year Old Provision and Nursery Hub Provision.
Staff awareness of importance and procedures of monitoring attendance and support these processes.	Develop new ways of promoting and celebrating good attendance-supporting key person developing strategies. JC, All Staff	Plan a series of Play and Learn Together Events across the academic year to include Early Phonics (SLCN), Trip to the Beach, Messy/ Creators Day, Trip to the Park, Story Telling Session, Maths through Play, Preparing your Child for Reception, Den Building and Shelters, Trip to the Fish Quay. Provide Seesaw support sessions.				Attendance figures given to each key phase prior to parent consultations for discussion.
To continue to develop the involvement of parents in their children's learning.	Structured conversations to support parents with improving attendance. JC, Teacher, All Staff					Encouraging parents/ carers to share holiday/ visiting family experiences as a resource for developing cultural capital.

Governor Evaluation:

Priority 6 Project Based Planning; a) To develop consistency to Project Based Learning across all areas of the provision. b) To focus upon sustained shared thinking- depth of engagement of learners.

Desired Outcomes	Actions (led by)	Evidence	Autumn Update 2019 actions	Spring Update 2020 actions	Summer Update 2020 actions	Targets/ Outcomes
Develop 3 whole school projects for the upcoming academic year 2019-20.	For Key Phase Leads to have planning time to focus on planning for a whole school project for each term (3 days across the academic year). JC, DM, AH, HL, Teacher	Project Based Planning Children's progress books				To have successfully planned for and carried out 3 projects in line with children's lines of enquiry.
Curriculum planning documents 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. All Staff	Seesaw Calendar of learning Curriculum Planning Document				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 form e.g. to inform parents and for gathering evidence; learning stories.	As part of key phase meetings for the curriculum planning documents to be revised. All Staff	Monitor the usage of Seesaw for all staff to ensure all staff are contributing to the overall picture of each individual child				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 (SSTEW) Scale for two-five year old provision to ensure we have sustained shared thinking incorporated into our curriculum design and delivery.	Monitor Seesaw as a communication tool between school and parents. JC, Teacher	SSTEW Audit Staff meeting materials Learning Walks/ Lesson Visits Pupil Progress Trackers and Action Plans				To enhance children's skills in relation to building trust, confidence and independence. Social and emotional well-being, Supporting and extending language and communication. Supporting learning and critical thinking and Assessing learning and language skills;

		Target Tracker Data				focusing upon the prime areas of learning and characteristics of effective learning.
Children will be engaged and motivated to learn through the development of learner qualities and deepening thinking skills.	<p>To use the SSTEW scales to audit our provision. JC, Teacher, Two Year Old and Nursery Link Governors</p> <p>Incorporate Characteristics of Effective Learning in to learner qualities and project based planning. JC, All staff</p>	<p>Planning</p> <p>Learning Stories</p> <p>Displays</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 Nursery life.</p>
Governor Evaluation:						