Jakeman Nursery School

School Improvement Plan

Academic Year 2019 - 2020

Executive Head Teacher: David Aldworth

Head of School: Carli McCallin

At Jakeman we remain ambitious in our drive to continually improve standards and outcomes for children. Robust self-evaluation and reflection ensures that our priorities for the coming academic year are accurate and responsive.

Article 2; The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.



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| **Outcomes** | | |
| **Focus** | **Impact (success criteria)** | **How Will This Be Achieved?** |
| Children to make outstanding progress from their individual starting points.  Lead people: David Aldworth –Executive Head Teacher, Carli McCallin –Head of School, Janine Maidment – Senior Nursery Manager, Lianne Rooker – Qualified Teacher    Article 29 (Goals of Education) Education must develop every child’s personality, talents and abilities to the full. | 90% of children attending ‘Little Nursery’ (2-3 year olds) and ‘Big Nursery’ (3-4 year olds) to be working at expectation at the end point assessment. | Our SEF identifies that our data from previous cohorts consistently highlights that from their individual starting points, all children make no less than good progress with more children achieving outstanding progress in all curriculum areas.  We remain ambitious that this will also be achieved for this cohort.   * The use of Tapestry (an online leaning journal) will support staff to evidence children’s learning. This will then be analysed and accurate and appropriate next steps identified for all groups of children. * Robust planning for all areas of learning with the children’s interests as its foundation will ensure high levels of motivation and engagement thus creating optimum conditions for learning. * Targeted support for individual children through 1:1 support and specific intervention groups. * A comprehensive assessment cycle will enable the rigorous analysis of data and monitoring of progress in all areas of learning. This will identify any gaps in children’s learning which will then be prioritised in our planning. * Assessment tracking of children from two to the end of their nursery year. |

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| Children eligible for two-year-old funding to make outstanding progress from their individual starting points  Lead people: David Aldworth –Executive Head Teacher, Carli McCallin-Head of School, Janine Maidment – Senior Nursery Manager, Lianne Rooker – Qualified Teacher    Article 29 (Goals of Education) Education must develop every child’s personality, talents and abilities to the full. | 90% of children eligible for two-year-old funding to be working at expectation at the end point assessment. | * As Above |
| Children eligible for EYPP to make outstanding progress from their individual starting points.  Lead people: David Aldworth –Executive Head Teacher, Carli McCallin-Head of School, Janine Maidment – Senior Nursery Manager, Lianne Rooker – Qualified Teacher    Article 29 (Goals of Education) Education must develop every child’s personality, talents and abilities to the full. | 90% of children eligible for EYPP to be working at expectation at the end point assessment. | * As above * Using EYPP to provide timely and targeted support for children initially in response to our baseline data and transfer documents where available. * We have used our EYPP to launch the Bedtime Story Challenge. This is a 10-week challenge which links to our focus on developing early reading skills. Children will choose a book to take home which they will share with parents/carers at bedtime. Children choose a new book each week and will receive a certificate in recognition of their achievement at the end of the 10 weeks.   Our SEF confirms that targeted EYPP spend based on specific data, information and observations has had a positive impact on children’s progress and attainment. |
| Children with SEN/D to make significant progress from baseline to end point assessment.  Lead people: David Aldworth –Executive Head Teacher, Janine Maidment – Senior Nursery Manager, Lianne Rooker – Qualified Teacher  SEND Governor – Jade Fawns    Article 23 (Children with a Disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. | All children to make progress against their individual and specific targets as identified in their SEN support plans.  All children to make progress on the EYSP | Our SEF identifies the diligence required to ensure that barriers to learning for all children are removed. This includes the following:   * The addition of a cross cluster SENDCo to our team who will focus on the provision, assessment and support for children in response to their individual needs with support of the SENDco support. * A comprehensive assessment cycle will enable the rigorous analysis of data and monitoring of progress in all areas of learning. * Targeted support for individual children through 1:1 support and specific intervention groups. * Involvement of professionals such as the Communication and Autism (CAT) team, Educational Psychologist (EP), Physiotherapists and Speech and Language Therapist (SALT) to support with strategies, assessment, staff training, EHCP’s and transition. * Use of Wellcomm as a speech and language assessment tool. * All children will be fully included in our mainstream provision with the support required in place. * Access to a bespoke sensory room and resources. * Increasing the number of staff who are trained to AET tier 2 level to further enhance our provision for children with ASC |
| Communication and reading are the weakest areas of learning identified in our baseline data for our 3-4 year olds. We will, therefore, maintain our consistent approach to teaching communication and reading to ensure that children make significant progress in all aspects of these two areas of learning.  Lead people: David Aldworth –Executive Head Teacher, Carli McCallin-Head of School, Janine Maidment – Senior Nursery Manager, Lianne Rooker – Qualified Teacher    Article 29 (Goals of Education) Education must develop every child’s personality, talents and abilities to the full. | 90% of children attending 3-4’s provision to be working at expectation at the end point assessment | We continue to develop the subject knowledge of the staff team. They will support children to make the identified progress through the following:   * Assessments of individual aspects of writing, phonics, and reading will result in an accurate assessment of progress for each child. * Use of teaching and learning scripts for group teaching of phonics, reading and literacy to ensure that teaching in these areas is at an outstanding level. * Specific planned activities to teach communication, phonics and reading to be in place for group time sessions. This will result in daily opportunities to understand, learn and consolidate the key elements of listening, understanding, speaking and reading. Planning, monitoring and assessment of these sessions will be undertaken by the nursery teacher. * Contextual opportunities to practically learn and consolidate concepts of phonics and communication skills through all aspects of continuous provision. * Pre writing workshops to be offered to parents. * Use of floor books and stories to support and encourage children to access a range of books, staff and parents to share experiences promote speaking and listening skills. * Documenting helicopter stories will evidence children’s progress for early reading skills and story telling. * We have used our EYPP to launch the Bedtime Story Challenge. This is a 10-week challenge which links to our focus on developing early reading skills. Children will choose a book to take home which they will share with parents/carers at bedtime. Children choose a new book each week and will receive a certificate in recognition of their achievement at the end of the 10 weeks. |

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| **Teaching, Learning and Assessment** | | |
| **Focus** | **Impact (Success Criteria)** | **How Will This Be Achieved?** |
| Literacy and Mathematics are the weakest areas of learning identified in our baseline data for our 3-4 year olds. We will, therefore, maintain our consistent approach to teaching literacy and mathematics to ensure that children make significant progress in all aspects of these two areas of learning.  Lead people: David Aldworth –Executive Head Teacher, Carli McCallin-Head of School, Janine Maidment – Senior Nursery Manager, Lianne Rooker – Qualified Teacher    Article 28 (Right to Education) Every child has the right to an education. | 90% of children attending ‘Big Nursery’ (3-4’s) to be working at expectation at the end point assessment. | All staff have a sound subject knowledge which is acknowledged in our SEF. As a whole staff team, they will support children to make the identified progress through the following:   * Assessments of individual aspects of writing, phonics, number and reading will result in an accurate assessment of progress for each child. * The nursery teacher to lead on the planning and delivery of literacy based sessions in ‘Little Nursery’ and ‘Big Nursery’ with a specific focus on early reading. * Specific planned activities to teach literacy and mathematics to be in place for group time sessions. This will result in daily opportunities to understand, learn and consolidate the key elements of reading, writing, counting, number recognition, addition, subtraction and estimation. Planning, monitoring and assessment of these sessions will be undertaken by the nursery teacher. * Contextual opportunities to practically learn and consolidate mathematical concepts and literacy skills through all aspects of continuous provision. * Use of ‘floor books’ to support and encourage children, staff and parents to share mark making experiences. |
| Communication and Language is the weakest areas of learning identified in our baseline data for our 2-3 year olds. We will, therefore, maintain our consistent approach to developing communication skills to ensure that children make significant progress in all aspects of this area of learning  Lead people: David Aldworth –Executive Head Teacher, Carli McCallin-Head of School, Janine Maidment – Senior Nursery Manager, Lianne Rooker – Qualified Teacher    Article 28 (Right to Education) Every child has the right to an education. | 90% of children attending ‘Little Nursery’ (2-3’s) to be working at expectation at the end point assessment. | Our data from previous cohorts tells us that children typically need support to develop their speech language and communication skills. This will be achieved through:   * Use of Wellcomm as a speech and language assessment tool. * From the Wellcomm assessment, children will be grouped according to area of need. * Planning will be in place to support the acquisition of speech and communication skills of all children. * Daily timetabled sessions for speech and language groups. |
| Identify groups in-line with baseline assessment to provide appropriate and targeted support.  Lead people: David Aldworth –Executive Head Teacher, Janine Maidment – Senior Nursery Manager, Lianne Rooker – Qualified Teacher    Article 3 (Best Interests of the Child) The best interests of the child must be a top priority in all decisions and actions that affect children. | 90% of children attending ‘Little Nursery’ (2-3’s) and ‘Big Nursery’ (3-4’s) to be working at expectation at the end point assessment. | We remain confident that our robust and rigorous assessment ensures that accurate next steps for all groups of children can be identified.   * Use the information generated by our baseline data to plan appropriate interventions for children to include:   Speech, language and communication groups.  Supporting the acquisition of English for children with EAL.  Support to address emotional well-being issues.  Extension sessions and planning to stretch the most able. |
| Maintaining outstanding outcomes for children through outstanding teaching.  Lead people: David Aldworth –Executive Head Teacher, Carli McCallin-Head of School, Janine Maidment – Senior Nursery Manager, Lianne Rooker – Qualified Teacher    Article 29 (Goals of Education) Education must develop every child’s personality, talents and abilities to the full. | Children will achieve the success criteria outlined in the outcomes section. | Our monitoring of staff shows us that teaching is increasingly outstanding and never less than good.   * Learning walks for all staff to evaluate engagement levels of adults and children, environments, resources and quality of input to the children. * As an element of teaching observations, staff are encouraged and supported to reflect upon and analyse their performance. Importantly there is a focus on how to continually improve. * Robust and rigorous assessment processes. * Planning which clearly responds to children’s interests and provides challenge. * Training to ensure that staff skills and knowledge are up to date. * Nursery teacher to model outstanding teaching. |

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| **Leadership and Management** | | | |
| **Focus** | **Impact (Success Criteria)** | **How Will This Be Achieved?** | |
| To maintain outstanding standards of safeguarding  (DSL’s: David Aldworth, Janine Maidment and Lianne Rooker  Safeguarding governor: (Sue Sidaway)    Article 19 (Protection from Violence, Abuse and Neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them. | All safeguarding procedures and processes are understood and followed appropriately by all stakeholders. | Our robust and well publicised procedures include:   * All staff will receive internal safeguarding training every term. * Ensure staff have read and understood Keeping Children Safe in Education September 2019. * Weekly DSL panel meeting. * Safeguarding procedures are a standing item on the fortnightly whole staff meeting minutes. * Safeguarding is a standing agenda item for staff supervisions. * Annual completion of the Section 175 audit which is reported to governors. * Completion of the PREVENT audit which is reported to governors. * Right Services Right Time levels of intervention are understood and used appropriately. * Use of My Concern by all staff to record all safeguarding concerns. * Our safeguarding governor audits our safeguarding policies, procedures and practice and provides a written report. * All staff have attended PREVENT training. * British Values is interwoven into all of the children’s experiences at nursery. * 3 DSL’s to ensure continual availability at all times. | |
| To ensure that our EYPP funding is spent in response to needs of children (this will be determined by our data and observations of children)  Lead people: David Aldworth –Executive Head Teacher, Janine Maidment – Senior Nursery Manager and Lianne Rooker, Qualified Teacher.    Article 29 (Goals of Education) Education must develop every child’s personality, talents and abilities to the full. | The funding will be spent on this cohort of children. There will be clear evidence of the impact of EYPP allocation on children’s progress. | * Qualified Teacher to: * work with children to promote the development of speech, language and communication skills. * work with staff so that this work can be continued throughout the week with all of the children. * run parent workshops so that development can be promoted at home. This will also ensure consistency of approach between home and school. * disseminate training delivered by a speech and language therapist to enhance staff understanding of and skills in developing universal strategies to support communication and language development.   Senior Nursery Manager and Qualified Teacher to:   * use supervision meetings, daily team meetings and information from Tapestry to ascertain ongoing specific needs. * Leadership Team to: * agree, cost and source the most appropriate support/ intervention. | |
| To embark on the journey to become a plastic free school  Lead people: David Aldworth –Executive Head Teacher, Janine Maidment – Senior Nursery Manager, Lianne Rooker – Qualified Teacher | We will have reduced the single use plastic footprint of Jakeman. | * Register with the Plastic Free Schools Campaign. * We will be sent a plastic free school pack which details the objectives we need to achieve in order to be awarded plastic free school status. * We will share the details/ information about the campaign with parents and visitors to the school to ensure that the whole of our school community are involved. * We will work together through all of the objectives and provide evidence of our achievements as required. * We will link this campaign to our RRSA work. UNICEF has introduced 17 goals to support the ambition of a better world by 2030 in terms of sustainability of natural resources. We will focus on goal 12 which is “to ensure responsible consumption and production, we all have to take action” | |
| In response to the publication of our updated Local Offer, develop/ enhance opportunities for parents of children with SEND to take a full and active role in their child’s early years education.    Article 23 (Children with a Disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.  Lead people: Maria Mackey, Cross Cluster SENDCO, Janine Maidment – Senior Nursery Manager, Lianne Rooker – Qualified Teacher | Improved outcomes as parents will play an active role in the SEN provision for their child. | * Regular coffee mornings for networking between parents of children with SEND and professionals as required. * Regular consultation meetings with the SENDCO * Involvement in shaping and further developing policy and the Local Offer. | |
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| **Personal Development, Behaviour and Welfare** | | |
| **Focus** | **Impact (Success Criteria)** | **How will We Achieve This?** |
| Working towards the Gold RRSA  Lead practitioner: Janine Maidment – Senior Nursery Manager    Article 42 (Knowledge of Rights) Governments must actively work to make sure children and adults know about the Convention. | To achieve the Gold Award following our accreditation assessment in June 2018 | * Recruitment of both an adult and child steering group. * Developing the school charters (led by the children’s steering group). * Correlation between improved outcomes for children and the implementation of a rights based approach are explicit. * Embed a clear understanding of Right Holders and Duty Bearers. * Monitor the curriculum planning to ensure that the teaching about the articles and developing themes such as global citizenship and sustainability is fully embedded in the curriculum. * Developing planning documents and meetings to include the discussion of/planning for children’s rights. * Updating the website to reflect our rights respecting journey and status. * Reviewing policies to ensure they are compliant with RRSA strands and outcomes. * RRSA as a standing item on whole staff meeting agendas. * Revisiting the child questionnaires with children as many of them are new to the setting this academic year. * Children will have a good understanding of their role as global citizens. * Rights respecting language and behaviours will be embedded in our ethos, policies, curriculum and publications. |
| Take part in Sounds of Play – an Early Years music project.    Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. | The Birmingham Early Years Music Consortium (BEYMC) project aims to help provide a more co-ordinated music delivery for children, bringing together Birmingham EY settings together with a wide range of music organisations. Staff will be actively involved in this project and our music provision at Jakeman will be further enhanced. | * Secure places at the launch of Sounds of Play (7.10.19) * Named staff to attend all subsequent training/sessions. * Work in partnership with other settings and organisations to improve music provision for children birth to 5 and their families. |
| Complete the Health for Life award which is intended to help make “a sustained, demonstrable improvement in healthy lifestyles across Birmingham”    Article 24 (Health and health services) Every child has the right to the best possible health. Governments must provide good quality healthcare, clean water, nutritious food and a clean environment and education on health and well-being so that children stay healthy | We will have developed a sustainable, healthy lifestyle culture throughout our provision at Jakeman to promote healthy, active lifestyles.  Our final assessment will be successful. | * Complete the remainder of the required evidence and actions. * Evidence the use of funds. |