

Rachel Keeling Nursery School, where the child comes first. Overview of Key Priorities April 2016- March 2017

Key priorities set out in the School Development Plan are linked to the School Evaluation Form

Ofsted Framework	PSE and Creativity is threading through the entire curriculum	Progress
<p>Pupil achievements</p>	<p>*Whole School Target* Literacy - Early reading and writing: Children will develop an increasing awareness of print carrying meaning, mark making within a variety of meaningful contexts. <u>Governor responsible: Peter and Rebekah</u></p>	<p>Children see themselves as readers and writers. Staff confidence in supporting emergent reading and writing has improved. Staff training in the form of staff meetings have been used to remind all staff of correct letter formation and phonemes relating to letter sounds. Nicole Gurvidi SIP visit focussed on Early Reading and Writing: she observed children confident to mark make and handling and using books in their own play. Data for Cohort 1 children (leavers Summer 2017) shows 80% of children in Reading and 83% of children in Writing are at expected levels of development or exceeding despite most being below or well below on entry. Enhanced and embedded provision has further developed children's skills and staff's confidence: shoppers of the week, embedded meaningful mark making, many children see themselves as readers and writers and performance management observations evidence children confident and seeing themselves as readers and writers. Displays contain lots of evidence of emergent, meaningful writing. Meal Time Supervisors now using approach of supporting reading and writing on daily basis with children to develop confidence in a meaningful way for children. Resources have been purchased to support learning: fiction and information books, writing caddies for garden and classrooms. Signs around the Nursery have been developed with the children: sensory garden, labels, signs for story groups. Toy Library, books and family packs borrowed regularly: open access to all these has ensured maximum levels of borrowing. Many children are reading with families at home and sharing favourite books. Family workshops on reading and meaningful mark making with children joining in have further supported families understanding what they can do at home to support this area of their child's learning. Governor visits noted staff's high expectation of children and meaningful contexts for children to read and write. Films on the website to support learning include Linda's 'Say and Sound' film.</p>

	<p>Personal, Social and Emotional Development: Children will increasingly take ownership of their learning as co-constructors: collaborating, resourcing and organising themselves. <u>Governor responsible: Lize</u></p>	<p>Children are displaying high levels of independence and are sustaining interest and concentration in a range of experiences: the bag making project, collaborative sculpture, cycling, independent cooking and unsupported woodwork. Such examples of work have been documented for children and their families, other professionals and training purposes. Appraisal observations note children demonstrating high levels of perseverance and sustained concentration. Embedded and meaningful experiences such as independent dinner tables and Shoppers of the Week have resulted in children taking on responsibility for the day to day running of the nursery and routines. SIP visits have noted high levels of wellbeing and involvement of large groups of children. INSET with Vicky Hutchin on the Leuven Scales of Wellbeing and Involvement have resulted in all staff having the opportunity to reflect on and begin tracking all children. This process has been vital in us prioritising actions and next steps to improve these scores for children, enabling them to access a broad and balanced, deep curriculum. Data for Cohort 1 (leavers Summer 2017) shows despite 97% of children entering below or well below expected levels of development in all strands of PSE, 80% are now at or exceeding expected levels of development in Making Relationships and Self Confidence & Self Awareness and 76% of children are doing so in Managing Feelings and Behaviour.</p>
<p>Teaching, Learning and Assessment</p>	<p>Mathematics: 2D and 3D shapes To review how we develop children's knowledge around shape and space in meaningful and creative ways, with particular focus on 2D and 3D shape. <u>Governor responsible: Simon</u></p>	<p>Resources have been purchased helping children to develop and build on skills. Through a range of approaches, children have had many opportunities to develop an understanding of shape and space: trips to St Pauls, local walks with architect, mosaic workshop, jumping shapes games, transient art, ICT support. The handbag project supported children's practical exploration of shape and space. Cooking with independence has also further supported this area. Family workshops have supported how families can meaningfully work with their children: 22 families joined Linda's Shape Walk in the local area. Families have been involved in trips to St Paul's Cathedral, where tessellation and mosaics were explored and children had follow up experiences where they designed and made their own mosaic patterns. The Summer Exhibition showcased many pieces of work with a large focus on shape and space. During the Summer Term children had the opportunity to design and make their own Geo Boards using wood and tools. Children have worked in large groups in the garden to develop spatial awareness through games. We have embedded child initiated woodwork – children have opportunities to design, measure and make using 2D and 3D materials in Sunflower. Adjacent to construction area in Rose class there is a vocabulary-reference poster to support adults and children naming 2D and 3D shapes. Correct terminology for all small wooden blocks is in place alongside image. Staff continue to support children in real-life situations to use mathematical terms. Data for Cohort 1 (leavers Summer 2017) shows despite very low levels of development on entry, 80% of children are at expected or</p>

		<p>exceeding levels of development in Shape & Space and 79% of children are doing so in Number.</p>
	<p>Deep learning Staff are able to tune into more able learners, plan challenging, deep experiences and use learning journeys to demonstrate children's progress, including film. <u>Governor responsible: Lize & Rebekah</u></p>	<p>Practitioners are confident to highlight deep learning for each base room and the garden. This is outlined by using the learning boards in each space, highlighting challenging learning and mastery. <u>Documentation:</u> Independent cooking: children are able to use simple recipes to bake independently. Labelling Sensory Garden: some children are able to write phonetically. (Images on website/Special Books/ Learning Journeys) The Fire pole: children mastering challenging climbing(Film/ Special Books/ Learning Journeys). Designing and Making: Art Exhibition(Bag project PowerPoint on website Special Books/ Learning Journeys). Music Project: children exploring musical notation and sound (Film/ Learning Journeys). Ukulele Project: children learning to play chords and develop musicality between home and school (Film and Photos/learning Journeys). Muazzaz Architectural Engineer: expertise of child valued and documented (learning journey and display). Clay Beads: stemming from Black History Month when a parent came in to braid hair, children were supported to make clay beads, dry, thread and decorate them (display and learning journeys). Collaborative sculpting: sustained process developed over three weeks (blog). Independent Woodwork: scaffolding removed to enable children to access woodwork and tools in their child initiated play. Key persons identify and nominate more able learners for specific learning experiences. Challenging targets and priorities are set for children and reviewed half termly. EYPP included in a range of experiences: <input type="checkbox"/> Becky's story <input type="checkbox"/> Bag Project <input type="checkbox"/> Designing and Making Children are able to model their skills and mastery to others (piano sessions, fire pole, real tools, cooking). Staff meeting on 'The Role of the Scaffolder' to effectively enhance a child's learning. Governors visit noted wide range of embedded deep learning which had been documented. Data for Cohort 1 (leavers Summer 2017) shows in both strands of Expressive Arts and Design, 31% of children are exceeding expectation in levels of their development.</p>
	<p>Sensory Provision To review and enhance sensory provision for all our</p>	<p>Children have improved access to a rich sensory provision across the nursery. An enhanced environment include: The Garden, where staff training with our gardener ensured staff were familiar and able to share their</p>

	<p>children. <u>Governor responsible: Aminul</u></p>	<p>knowledge about the flora in our garden. Children were part of a sustained piece of learning where they planted, tended and explored a range of herbs. Children researched and labelled these herbs, supporting other children and visitors in developing an understanding of the wonderful herbs and their uses.</p> <p>Ongoing provision has been enhanced with opportunities for sensory experiences across the environment planned for. Sensory stories and small story sessions have further developed this year. A Sensory Room has been set up with provision for small groups of children and adults to use. This provision is already providing a quiet but appropriately stimulating environment for intensive interaction sessions and shared attention and language groups.</p> <p>Leaver's 2016 data indicates children with special educational needs and disability make rapid and sustained progress from their often very early starting points.</p> <p>Staff training has taken place to enable all staff to experience the benefit of using the space and operate the equipment.</p> <p>Family workshops and a possible roll out to toddlers and baby drop in family sessions are proposed.</p>
<p>Personal Development, Behaviour and Welfare</p>	<p>Supervision To provide staff with a termly well-being and work check with a supervisor to ensure they are best placed to carry out their role. <u>Governor responsible: Clare</u></p>	<p>Supervision has been implemented over this year for all staff. Starting with training introducing the concept and purpose of Supervision. All staff have been part of two sessions, with the third in February 2017. The second phase has been insightful for staff in making the link between wellbeing, relationships and safeguarding as a focus. Staff have found the process useful in highlighting how our own well-being impacts on our relationships with children and the safeguarding of all children. The supervision process has formalised the link to safeguarding. Through this process we have identified that where children have scored a three in their well-being on the Leuven Scales these children have a low attendance. Most children who have been identified as a four or a five in their well-being are best placed to learn and are making expected progress as noted in their data. These children display high self-esteem and an 'I can do this!' disposition. This focus has also highlighted the need to raise some children's profile across the nursery. Maria will make a list of 'nurture' children that will be nominated for learning experiences at daily evaluation and planning. The process also points to further training for all staff in the Leuven Scales. Some staff have had a challenging year with life changing experiences such as bereavement, difficulties with health and new beginnings. It is notable that all staff have the children in mind and strive for the children to be happy and well here at nursery and at home.</p>

<p>Developing cycling Children will be able to further develop their skills in riding two wheeler balance and pedal bikes. <u>Governor responsible: Clare and Peter</u></p>	<p>In July 2016 Rachel Keeling gained its Bike it accreditation in association with TfL and SusTrans. With our Bike It teacher and champion we planned sessions: staff training, Balance Bikes Club, Bike It Family Breakfast, bike maintenance workshops for families, Pedal Bike Club, bike loaning to families at the weekend. Programme for the year planned with Jo Coxon – staff training, balance bike club alongside staff, Bike It breakfast launch 12/10/16, bike maintenance workshop for families, shopping trip for resources and pedal bike club for Spring Term. Children have been involved in deconstructing the bikes – testing the inner tubes for punctures, using tools and problem solving. Target children have photographs displayed in order to give them ample opportunities to master the balance/2 wheeler bikes. Clear communication channels enable the right children to be targeted. Leaver’s Data in 2016 showed 5 children learned to ride a two wheeler pedal bike as part of the Bike It Programme and more than 25 were proficient in using the balance bikes. All children are aware of keeping safe and the need to wear safety helmets for both balance and pedal bikes. Staff gaining confidence in teaching skills to children and able to build on prior learning. Systems are becoming well embedded. Clear system in place for targeting and turn taking/timing turns. Increased number of families borrowing school bikes at the weekend and sharing films and photos in Special Books. High numbers of children cycling and scooting to school every day.</p>
<p>Attendance and Punctuality Children are attending school every day, accessing a broad curriculum and enriching experiences. <u>Governor responsible: Sonia</u></p>	<p>Currently with our attendance at 90% (up from 88%) we are slowly improving attendance and punctuality. Our robust policy and procedure is explained at induction and Home Visits and staff work effectively to establish warm and supportive relationships with families to enable them to get their children to school every day. The head teacher and senior admin officer meet half termly to review, monitor and plan action points relating to attendance and punctuality. Key workers are more involved in supporting attendance and punctuality, sharing with families hours missed through lateness and phoning families when children are developing prolonged or patterns of absence. We will continue to have high expectations of our families with regards to attendance and punctuality and stress the correlation between that and rates of progress and attainment.</p>
<p>Research & documentation To continue to publish documentation demonstrating children’s learning. To engage in school-led research to share our outstanding</p>	<p>Governor visits and our school website evidence high quality documentation which demonstrates high outcomes for children in a rich and balanced curriculum. Rachel Keeling continue to lead the way in creativity and our website has become a focal point for many professionals who have contacted and visited the school. Films, Learning Journeys, Power Points, displays, photographs and our blog demonstrate sustained, challenging learning which supports and develops all areas of learning. We continue to attract visitors, both local and international. We have been part of training for Early Education and have hosted delegates and pedagogues. We have contributed to an article in Nursery World and this strand of work will continue and be further explored.</p>

	practice across all areas of learning and impact the wider community. <u>Governor responsible: Rebekah</u>	
Leadership and Management	Tower Hamlets School Partnership – continuing Rachel Keeling’s drive for school improvement, developing peer review and continued outreach work supporting our colleague and community. <u>Governor responsible: Simon</u>	As part of our commitment to working in collaboration with our colleagues in local schools and settings we have joined the Tower Hamlets Education Partnership. We are leading an INSET for EYFS coordinators in collaboration with the six Nursery Schools in Tower Hamlets in March. We led an Early Years Review at Olga Primary School in Summer 2016 and a second one in Autumn 2016 before their successful OFSTED. As part of our Teaching School Alliance work with TELTSA, we are leading a Peer Review at Phoenix School in March and have already completed one at John Scurr Primary School. This is a rigorous process and has supported other schools and our own in sharpening our focus on Teaching and Learning. A Peer Review will be taking place at Rachel Keeling later this term with the focus of Safeguarding.
	Early Years Pupil Premium To ensure our Early Years Pupil Premium resources continue to be effective in closing the gap in attainment for all our children. <u>Governor responsible: Sonia</u>	All EYPP children are continuing to make rapid and sustained progress. Leaver’s data (July 2016 and Dec 2016) showed we are continuing to diminish the difference and in some cases our EYPP children outperformed non-EYPP children. We continue to reflect on and plan thoughtful and challenging provision for all children, with particular focus on EYPP children each term. The Bike It programme, Becky’s Story, The Bag Project and our Roots Project were primarily supporting children who are in receipt of EYPP funding. Documentation of The Bag Designing and Making Project has been shared on our website and with professionals, including pedagogues and international visitors who notes its impact.