

School Development Plan 2018-19 Impact
Rachel Keeling Nursery School, where the child comes first. Key Priorities April 2018- July 2019

Ofsted Framework	Research and Documentation strand is threaded through every area of development	Outcomes/Actions	Impact and evidence
Pupil achievements	<p>*Whole School Target* Emotional Wellbeing and Involvement: Children will continue to develop high levels of emotional wellbeing and involvement. Staff and children will share this with families to enhance learning and holistic development. <u>Team responsible: Whole staff team</u> <u>Governors responsible: Rebekah & Peter</u></p>	<p>Children will develop high levels of emotional wellbeing and involvement. Staff will ensure our environment, resources and experiences maximise children's wellbeing. Leuven Scales will continue to be assessed termly and moderated by the whole teaching team. Families will understand the importance of emotional wellbeing and the impact on learning and holistic development. Staff will be confident to share strategies with families to enhance family wellbeing. Rachel Keeling will be a wellbeing hub for the</p>	<p><u>Saturday Garden - families are very involved and committed to the sessions, regularly engaging and giving overwhelmingly positive feedback.</u> <u>Library visits: families have been enabled to explore local area, access the library (and markets), joined story sessions and family picnic.</u> <u>Rachel Keeling Values continue to support positive interactions. Inclusive learning environment and team.</u> <u>Children are displaying very high levels of confidence and independence: this is evident in extended conversations with and between children, collaborative projects and Leyana's ability to accept challenges.</u> <u>Families use our resources (Kim, Toy Library, bikes, books) and ex parents return (some for CP issues because of positive relationships).</u> <u>Families have been involved in filming and talking about how RKNS has supported children's and families' well being (film to be edited and collated).</u> <u>INSET on 19 October with Children's House on Adverse Childhood Experiences (ACEs) and their impact on lifelong learning and resilience. Post INSET the team will further explore our role in supporting the family beyond school gates.</u> <u>New children and families settling: once settled, we will look at how we move forward with workshops for these families around Five to Thrive and emotional wellbeing.</u></p>

**community.
Rachel Keeling will
share its Five to Thrive
work with families and
professionals.**

Governor visits already in Autumn Term have noted settled, happy, engaged children (27.9.18)

Group Supervision in January 2019 enabled staff to share experiences and reflect on the ACEs work we looked at in Autumn 2018. Staff were supported to think about how they manage and develop resilience and what makes them feel valued. Staff were able to see commonalities in their experiences and viewed it as a therapeutic session.

During Spring Term 2019 children have been key in settling their peers (Yusra) and increasingly some of our children are taking on leadership roles. They are able to empathise and proactively support (getting tissues, ice packs, coats etc).

Embedded experiences such as independent table at lunch, independent cooking, bird habitats, mastery of the pedal bikes, alongside the family involvement of aquarist of the week have been so vital in raising outcomes for children in all areas of the curriculum and their wellbeing and involvement. Shoppers of the week continues to enable children to be independent, confident, communicators and problem solvers. They are able to show their expertise of their surroundings and local area.

Peer Review in January 2019 noted exceptional levels of independence and joy of our children. It also noted high levels of wellbeing and skill level of all staff. Laughter and smiling was noted. Rachel Keeling Values continue to support children in providing a very strong basis for supporting behaviour and helps children understanding they have a choice.

Data (July/December 2018 Leavers) This group consists of 49 children, made up of 29 girls and 20 boys.

On entry in Autumn 2017, 92% this group the children came into nursery below and often well below expected levels of development in all strands of Personal Social and Emotional

Development (averaging 22-36 E), Physical Development (averaging 22-36 E) and Communication and Language (averaging 22-36 E). A small number of children came in at expected levels, with 5 children exceeding in some areas.

By the end of Summer Term 2018 in this cohort, we had 38 leavers. Of these children, 89% were working at or exceeding expected levels of development, with 79% of these exceeding expected levels of development as they moved onto Reception Class.



11 children in this cohort deferred entry to Reception Class. By the end of Summer Term 2018, 57% of these children were working at, or exceeding expected levels of development. During Autumn Term all but one child will move into full time places. 5 of the 11 children have SEND, with 2 EHCP and 1 underway and 2 children with significant speech and language difficulties. **By the end of Autumn Term 2018 in this cohort we had 11 leavers. Of these children, 91% were working at or exceeding expected levels of development, with 94% of these exceeding expected levels of development as they moved onto Reception Class.**

With both Summer and Autumn Term leavers the average score across most strands of the curriculum was 40-60 W (exceeding expected levels of development) with the exception of Reading and Writing where the average score was 40-60 E (still exceeding expected levels of development).

	<p>Communication: Children will be confident communicators who can initiate, sustain and enjoy a conversation. <u>Team responsible: Maria, Linda, Sam, Shamsad, Rashida, Nazma, Shamso, Pam, Glenn, Shafia, Lisa, Salatun, Frances, Toni, Governor</u> <u>responsible: Aminul</u></p>	<p>Children will be confident to communicate their needs, thoughts and ideas. Children will initiate talk with adults and peers. Children will develop a rich vocabulary, encompassing their learning. Children will develop emotional literacy and be able to talk about their feelings. Families will understand the importance of a language rich environment and conversing in their mother tongue. Staff will ensure our environment, resources and experiences maximise opportunities for talk, negotiation and expression. Staff will capture children's conversations in a variety of ways.</p>	<p><u>Talk is valued: time is given for conversations. Children have opportunities to talk to each other and to all adults. Conversations between families and staff are also valued.</u> <u>Positive relationships foster rich conversations.</u> <u>Support is given for children to talk through friendships, disputes and given to develop negotiating.</u> <u>Persona Doll and adult ponderings provide role models for children to develop skills as communicators.</u> <u>Children are able to talk through their learning - using Special Books, displays and rich, interesting resources.</u> <u>Skilled adults ensure sensitivity and the 'right' amount of talk/silence.</u> <u>Children have been sharing their own experiences - sharing Eid stories.</u> <u>Hot spots for talk: Snack table, clay table, outside Becky's Office, independent tables at lunch, trips.</u> <u>Embedded culture of valuing the child's voice - this is evident when visitors tour and note the prominence of the voice of the child.</u> Children freely share their talk when out in the local environment. Beginning to capture collated conversations in our staff room book (needs to continue). Staff meeting 1.10.18 to look at maximising communication and our environment, Elizabeth Jarman's work and sharing new resources for story time. INSET on 4.9.18 for TAs around capturing children's language was well received with a new format for noting significant language and sharing with key workers. This is ensuring all staff are contributing to children's records. Peer Review January 2019 evidenced children having conversations across a variety of experiences (both child initiated and adult led). Lunchtime conversations on the independent table are more commonly taking place. Imaginative play conversations show children's ability to use phrases</p>
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			<p>as "Sh... I can't think straight!" and recalling learning and experiences from nursery during the previous year "I remember Chinese New Year with the lion dance and I cried because I thought my mummy had gone to work but she was on the sofa!" Becky's story group children are asking lots of questions about their learning now.</p> <p>Children are managing the snack table and processes and routine by negotiating and talking to each other without the need of adults. Children are familiar with specific vocabulary linked to learning (cream of tartar - cooking, components - electricity, phsyio - physical play). Children are also able to express their thoughts and opinions about school life (Vito and Yusra talking to adults about other children tactfully).</p> <p>Rachel Keeling Values continues to empower children to negotiate and collaborate. Special Books also show how children are able to reflect on learning eloquently and children are taking on responsibilities of the nursery in an embedded fashion now - taking messages, registers, accident books, greeting visitors.</p> <p>See Data July/Autumn 2018 leavers.</p>
<p>Teaching, Learning and Assessment</p>	<p>Deep learning:To further develop the role of the child as researcher in a project led approach to learning <u>Team responsible: Lize, Syeda, Judy Governor</u> <u>responsible: Lize</u></p>	<p>Children will develop independence as leaders in their own learning. Children will research, plan, ponder and sustain interest in project work. Staff will develop a teaching strategy approach to projects: KWL (what we know, what we want to know, what we learned). Staff will document and</p>	<p><u>The Children have really taken on board the role of researcher and are adept at identifying flora and fauna in our garden. They have been engaged in a range of experiences around birds, ladybirds, snails, frogs, planting and growing seeds. Children created an Animal Encyclopedia following an interest in elephants from one child. This project enabled a group of children with vastly different skills access.</u></p> <p><u>Individual projects in Sunflower: bags and costumes culminating in a fashion show.</u></p> <p><u>Embedded use of iPad and information books for children to lead their own learning.</u></p> <p>Summer News and Family Project have been started with children mark making and talking about their experiences with children.</p>

		<p>share children's learning in a variety of ways including learning journeys, books, films and articles.</p>	<p>Children have been creating elaborate and exciting, imaginative models with Lego. They have been encouraged to develop and record narrative around these models. This has been effective for our more experienced children while we are also settling newer friends. Ukulele Group continued and debuted at our Christmas Carols around the fire. This project linked up with home and children took their instruments home to practise.</p> <p>Children have mastered the pedal bikes in their droves. Children have shown incredible determination. See film on the website. A strategic and consistent approach to developing climbing has also been very effective and children are truly supporting one another and peer teaching model is emerging.</p> <p>Electricity - how it works, building circuits, naming components, de and reconstructing items.</p> <p>Continued planning, designing and making projects - currently Riona's hot air balloon.</p> <p>Children now taking the lead in regular healthy hot chocolate and popcorn making.</p> <p>Independent cooking sessions have continued with children making muffins without adult support and bread in a sustained project.</p> <p>Numicon has been popular this term with children working independently and able to tessellate and problem solve effectively.</p> <p>Bird care project: children are now able to identify many birds, they have sustained interest and concentration in tallying, making bird cake and have taken part in the RSPB Big Bird Watch and started mapping the garden's landscape.</p> <p>Fire building and enjoyment has extended to some fire story sessions.</p> <p>See Data July/Autumn 2018 leaver</p>
	<p>Meaningful Mathematics: Children will further</p>	<p>Children will use everyday language to talk about size, weight,</p>	<p><u>Regular experiences such as making hot chocolate have also supported capacity, measure and time.</u> <u>Experiences such as Maria's Watermelon have supported</u></p>

	<p>develop their understanding of shape, space and measure (size, weight, capacity, position, distance, time, money, shapes) through practical, project based learning. <u>Team responsible: Linda, Syeda, Jahera</u> <u>Governor responsible: Simon</u></p>	<p>capacity, position, distance, time and money. Children will use mathematical language in their play. Staff will ensure our environment, resources and experiences maximise opportunities for meaningful experiences which develop children's understanding of shape, space and measure. Staff will document and share children's learning in a variety of ways including learning journeys, books, films and articles.</p>	<p><u>meaningful mathematics: weight and shape and space.</u> <u>Ongoing provision such a sand, water and the mud village embed children's experience of pouring, sifting, handling natural materials.</u> <u>Regular cookery experiences (the whole process) ensure children develop an understanding of number, measure, problem solving, counting, capacity and time. This term children have made healthy brownies, smoothies, patties, wedding cupcakes, samosas, playdough.</u> <u>Many children are now confident and independent in following recipes accurately. They are able to measure in cups, spoons and pinches.</u> <u>Children problem solve regularly as part of their roles in setting up for lunch: counting cutlery, crockery and cups.</u> Large groups of children have been involved in harvesting fruit and vegetables from our garden: redcurrants, strawberries, peas, raspberries. Regular focus of number songs at Story time have enabled children to further develop number recognition, counting with 1:2:1 correspondence and ordering numbers. Football tallying during the World Cup as well as tallying for birds and flowers in the garden. Circle counting at the end of sessions supports larger numbers. Children work with 100 square and blank tracks. Pattern and symmetry has been explored in sewing and printing. Shopper of the Week continues to develop children's understanding of money, time, numbers, counting, problem solving, direction, capacity and weight. Children now taking the lead in regular healthy hot chocolate and popcorn making. Independent cooking sessions have continued with children making muffins without adult support and bread in a sustained project. Numicon has been popular this term with children working independently and able to tessellate and problem solve effectively.</p>
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			<p>Independent playdough group - children skillfully able to follow the recipe, reading the measurements and levelling with a spatula. Awareness of space and incline on hillock: children are using the pedal and balance bikes most days and few accidents reported. Children are becoming more independent in measuring themselves and each other at the height charts - many are selecting the correct equipment (rulers, scales etc) when measuring. Some children have been able to join in with mathematical stories and work out simple calculations. As the embedded model of children meaningfully engaged in the life of nursery takes shape, children are becoming confident problem solvers. Experiences such as the bird project supporting tallying and counting. Children setting up for lunch continue to develop capacity and calculation skills.</p> <p>See Data July/Autumn 2018 leaver</p>
<p>Personal Development, Behaviour and Welfare</p>	<p>Supervision/staff wellbeing: Staff will maintain a work-life balance and sense of fulfilment during the transition of our school. <u>Team responsible: Maria, Lize, Judy, Glenn</u> <u>Governor responsible: Clare</u></p>	<p>Staff will engage in Supervision sessions to support their wellbeing and effectiveness . Staff training will be offered to develop strategies for relaxation, anxiety and emotional wellbeing. Special Books will reflect children’s learning over time and their hours at setting. Staff will engage in solution finding exercises to solve any</p>	<p><u>The supervision system is embedded with staff and their supervisor establishing and developing an enabling relationship which supports but enables the supervisee to identify solutions to any issues which may be hindering their efficacy.</u> <u>Regular business meetings and excellent communication and relationships mean that staff are able to address and discuss any issues within a safe space where they know they will be listened to and valued.</u> Linda and Maria are trialling group supervision around happiness and world life balance in autumn term 2018. Relaxation workshops with local psychotherapist Jamil for staff and families were introduced in summer 2018 and continuing into autumn. Post ACEs INSET on 19 October, team will further consider our own resilience and the impact it has on our lives. Group Supervision in January 2019 enabled staff to share</p>

		<p>issues. Staff will seek out experiences in their life that increase wellbeing.</p>	<p>experiences and reflect on the ACEs work we looked at in Autumn 2018. Staff were supported to think about how they manage and develop resilience and what makes them feel valued. Staff were able to see commonalities in their experiences and viewed it as a therapeutic session.</p>
	<p>Outreach: To further develop families' understanding of our philosophy of play so that children are confident, independent and excited lifelong learners (Ofsted, 2018). <u>Team responsible:</u> <u>Becky, Nazma (Ofsted)</u> <u>Governor responsible:</u> <u>Rebekah</u></p>	<p>Families will develop an understanding of the importance of play based learning through workshops. Staff will share strategies to develop children's confidence, independence and curiosity with families. Families will contribute home experiences to the children's Special Books.</p>	<p>Key relationships continue to be fostered so that communication of children's progress and celebration of the broad achievements of children are shared. Staff also highlight characteristics of learning and share those. During parent and key worker meetings, families are supported to think about how they can support their children at home to develop holistically. Workshops in the summer term around attachment and wellbeing were very well received. A film about families and the impact of Rachel Keeling is being created. Post ACEs INSET on 19 October, team further explored our role in supporting the family beyond school gates. Thinking ahead to a family wellbeing centre model. Workshops across the year: Boundaries, Relaxation, Healthy Lifestyles, Male Role Model open day. Termly Review Meetings. Book Morning, Bike It Breakfast, Stay and play support the sharing of our pedagogy. Mayor's Early Years Summit November 2018 - attended by a small group of parents and Becky. Open Days: 28 March & Children as Communicators Day 12 March. Nazma's nurture group - playdough in nursery, V&A Museum of Childhood and Victoria Park visits Shamsad's ESOL group</p>

<p>Leadership and Management</p>	<p>Research & documentation: We will further develop and share our documentation of learning through film, learning journeys, courses and podcasts to impact practise beyond Rachel Keeling. <u>Team responsible:</u> <u>All staff</u> <u>Governor</u> <u>responsible: Clare</u></p>	<p>Teams will collaborate to produce documentation of learning with a specific focus: emotional wellbeing, communication, deep learning and meaningful mathematics. Documentation will be available to access online or to purchase. The school will create links with the local university to deepen children’s thinking and investigative learning. Families will be actively involved in documentation and case studies of our work supporting family learning and children’s learning and development. Documentation of children’s learning and development will be shared to support families on how to enhance their child’s learning in a range of curriculum areas as well</p>	<p>Portfolio of documentation is growing with a balance of staff/child and family/child/staff evident across displays, films and books made with children. Small bank of case studies with regards to children with SEND. Summer term 2018 data and SEND case studies shared with DfE for research currently underway with regards to the impact of high quality early education (and nursery schools). See blog and website for up to date films, and data report for impact. See Data July/Autumn 2018 leaver</p>
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	<p>Sustainability: To develop new strategies to maintain high quality learning and excellent outcomes for children whilst transitioning to a majority part time provision and reduced budget. <u>Team responsible:</u> <u>Pam, Becky</u> <u>Governor</u> <u>responsible:</u> <u>Rebekah</u></p>	<p>Teams will ensure a rich, broad and balanced curriculum is provided across the morning and afternoon sessions. Our valued core experiences (cooking, risk taking, clay and woodwork, Shoppers of the Week, campfires) will continue to be part of our ongoing provision. Special Books will reflect the experiences of children over time and hours at setting. Focus group work may be utilised to ensure all stakeholders have a voice in our school and consider any change of provision, funding and the possible impact it may have on learning.</p>	<p>See Ofsted, blog, data and Special Books for evidence of broad and balanced curriculum, quality of provision and interactions and impact on learning. No focus group work needed yet. See budget and carry forward for EYPP Urszula Forest School project. INSET regarding experiences we value: Shoppers of the Week, Cooking, Woodwork, Cycling, Making Fires, Aquarium. Worked out new model of 128 children on roll. 30 hours additional children captured. EYPP children captured. Top Up additional session buy in to be rolled out: Summer Term.</p>