



**Grandpont**  
Nursery School & Childcare

## **Grandpont Nursery 3 year development plan 2016-2019**

The Centre development plan sets out the strategy and development planning for the Nursery School, Children's Centre and Daycare for the three years from 2016-2019.

It also sets out specific Action Plans for the year ahead (2016-17)

The plan is developed through discussion by, and consultation with, staff, senior leaders and governors and is informed evaluation of data, observations of staff and feedback from parents.

Ongoing self-evaluation may lead to amendment of the plan throughout the year.

The plan will be reviewed annually.

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# Grandpont Ethos and Aspirations

- We work within a very strong tradition of excellent early education and care, based on children learning through play and talk. We put the children's needs at the heart of what we do. We are continually developing and what we offer is in response to changing needs.
- We are proud of our school and our centre and enjoy a well-resourced and rich learning environment, including our lovely gardens and our little piece of wild woodland. We believe in each child's abilities and intrinsic motivation to learn. Our teaching and care is always based around our observations of the needs and potential of each individual child, and what they need to thrive and flourish.
- We believe it is a privilege to work with such young children and to nurture in them the skills and attitudes which will help them learn and thrive throughout their lives.

## SWOT analysis – Sept 2016

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Children make good progress in all prime areas of learning. A significant number make more rapid progress during their time at Grandpont.</li> <li>• All teaching is at least good and often outstanding</li> <li>• Children with SEN make particular good progress at Grandpont</li> <li>• Children with EAL make good progress in all prime areas and in nearly all strands of the specific areas</li> <li>• Families are confident in the quality of care and education of their children – many deferring entry to school during the Year R</li> <li>• The Governors have appointed an interim Headteacher with appropriate knowledge and expertise to help manage the transition arising from significant loss of budget and to coach staff through significant change.</li> <li>• Effective SBM now in place and admin team fully functional</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Departure of previous Headteacher has resulted in loss of designated teaching schools status and in year funding</li> <li>• Threats to children's centre provision over the last year has led to some loss of moral across whole centre</li> <li>• There has been a high turnover in the admin team over the last two years, leading to some gaps in systems</li> <li>• The Governing Body need to recruit a permanent chair and/or replace Governors who have left over the last year</li> <li>• Teaching resources are stretched as Headteacher time taken up with other leadership and transition responsibilities. New part-time teacher/senco has been appointed to start in November</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Governing Body has good capacity to grow and develop and recruit a permanent new Headteacher</li> <li>• Nursery continues to work in partnership with the ACE centre teaching school– hosting high quality CPD for local schools and settings</li> <li>• Develop Strategic Initiative with other Nursery Schools to look at a future role for recruiting, training and developing excellent EYFS staff and offering</li> <li>• The new Head, once appointed, will not have the pressures of managing transition and closure of Children's Centre, and supporting OTSA to develop the Teaching School Alliance and therefore more capacity to focus on quality assurance and teaching and learning across the centre</li> <li>• There is strong and loyal support from families for the work of the family team, and determination to develop a community response to the loss of funding and LA provision</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Uncertainty over funding per child in Nursery and implementation of 30 hours of childcare and the Early Years Funding Formula – possibility of cuts to hourly rate reducing income and threatening long term future of Nursery</li> <li>• Children who are in Yr R in Nursery do not receive Universal Free School Meal entitlement</li> <li>• Big changes in LA restructure leading to uncertainty over future family support and early intervention support and support for EYFS provision across Oxfordshire</li> <li>• School and Centre Senior Leadership Team needing to take on more responsibilities as budget for children's centres and teaching schools is withdrawn. Work/life balance and staff wellbeing.</li> <li>• Lack of substantive SENCO until November when new teacher starts. SEN support needs to be maintained during transition to new SENCO</li> </ul>

## **Grandpont Nursery School and Children's Centre Action Plan Overview 2017-2018**

### **1. Effectiveness of leadership and management**

1. Support the development of community provision through the South Oxford Family Room, to support the school in working closely with families as a strategy to 'diminish the difference' between the more disadvantaged children and their peers
2. Continued Implementation of the 30-hour offer, with a focus on ensuring sustainability for the nursery and childcare.
3. Continue to consolidate the management of the finance and administrative function, and review costs related to premises, health and safety and security, with a focus on lighting and more secure entrance.
4. Ensure new governors have access to training and are inducted into their new roles.
5. To set a program for governor visits and consider ways to demonstrate challenge to the head.

### **2. Outcomes for children as learners**

1. It continues to be a priority of our School Development Plan to increase our skills in analysing and using the data
2. Introduce termly progress meetings with the lead teacher and other Key Group leaders.
3. Our new strategy for children at risk of underachievement and narrowing the gap will enable close monitoring of progress for EYPP children in particular

### **3. Quality of teaching, learning and assessment**

1. Continue to develop further a targeted approach to vulnerable learners – including individual plans for EYPP and children with SEN
2. Review systems for assessment and record keeping
3. Increase parent's awareness of Characteristics of Effective Early Learning and make learning more visible
4. Use Peer to Peer observations across the centre
5. Focus on Writing across the nursery school through the introduction of 'talk for writing' and storytelling strategies.
6. Developing the curriculum for opportunities to learn outdoors.

### **4. Personal development, behaviour and welfare**

1. To consider opportunities to support positive wellbeing for all children- Relax Kids,
2. Improve procedures to monitor attendance.

**Direction of travel: 2016 - 2019**

	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>Effectiveness of leadership and management</b>	<p>To prepare for the implementation of the 30 hours childcare and review funding model (Daycare and Nursery School) in the light of Government Consultation</p> <p>To engage parents and community in an initiative to appropriately compensate for loss of children's centre services</p> <p>To recruit full governing body and permanent Headteacher</p> <p>To make best use of opportunities to collaborate with other nursery schools</p>	<p>To successfully introduce the 30 hours childcare and an integrated and sustainable funding model</p> <p>Do support community engagement in developing open access provision for parents and carers at the centre</p> <p>New Permanent Chair and Headteacher inducted.</p> <p>Practical Vision and plan for Nursery Schools collaboration clearly articulated and understood</p>	<p>To maintain the quality of the 30 hours childcare model at Grandpont Nursery School and children's centre</p> <p>Section 5 Ofsted inspection</p> <p><i>Sustainable model established and working well for families</i></p> <p><i>Leadership can offer support beyond Grandpont Nursery School and children's Centre</i></p> <p><i>Nursery schools sustainability supported through collaboration and entrepreneurial activity to support others</i></p>
<b>Quality of teaching, learning and assessment</b>	<p>See individual action plans</p> <p><i>Refresh the teaching and learning environment with a focus on Literacy and Technology, Being Imaginative.</i></p>	<p><i>Develop streamlined tracking of progress data across Daycare and Nursery School</i></p> <p><i>This action will be determined by in year analysis of progress and</i></p>	<p><i>This action will be determined by in year analysis of progress and attainment in 2017/2018 and observations of teaching and learning in 2017/2018</i></p>

	<i>To ensure consistency of approach between Daycare and Nursery School, appropriate to the different types of service provided and the needs of children – and ensure smooth transitions between key workers at different phases, and over the course of the day</i>	<i>attainment in 2016/2017 and observations of teaching and learning in 2016/2017</i>	
<b>Personal development, behaviour and welfare</b>	<p>To embed use of Learning Stories and engage parents as partners in children's learning</p> <p>To create a quiet space for children with SEND and others who need a quieter space</p> <p>Develop effective links with new Early Intervention Service for vulnerable children and families</p> <p>Refresh First Aid for all staff Refresh generalist safeguarding for all staff Attachment training (Mbox)</p>	Focus on monitoring well-being of children receiving extended childcare offer	<i>This action will be determined by in year analysis of progress and attainment in 2017/2018 and observations of teaching and learning</i>
<b>Outcomes for children and learners</b>	To narrow the attainment gap between children with children identified as potential underachievers and other children	<i>This action will be determined by in year analysis of progress and attainment in 2016/2017</i>	<i>This action will be determined by in year analysis of progress and attainment in 2017/2018</i>