



Grandpont
Nursery School & Childcare

School Development Plan 2017 – 2018

This plan gives detailed improvement action plans for 2017 – 2018. It should be read in conjunction with the 3-year development plan

OFSTED Area	Key Priorities identified through school evaluation	Success criteria
1. Effectiveness of leadership and management Responsible Governor-MT and PT	<p>Priority 1</p> <ul style="list-style-type: none"> Continued Implementation of the 30-hour offer, with a focus on ensuring sustainability for the nursery and childcare. In conjunction with; consolidation of 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. <p>Priority 2</p> <ul style="list-style-type: none"> To set a program for governor visits and consider ways to demonstrate challenge to the head to match requirements of the SDP Governors to take on a plan of work to ensure statutory requirements are being met. <p>Priority 3</p> <ul style="list-style-type: none"> 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 <p>Priority 4</p> <ul style="list-style-type: none"> To work in collaboration with the other Oxfordshire Nursery schools to form an alliance; OxNEST- OXFORDSHIRE NETWORK FOR EARLY CHILDHOOD SUPPORT AND TRAINING 	<ul style="list-style-type: none"> Parents and staff are positive about the changes and the routine and staffing is settled Quality of service is maintained through transition period Healthy end of year budget Swots completed and added to FGB minutes Priorities on SDP given to govs to monitor Visit plan in place and visits occurring Meetings clerked and plan of work established with the new clerk Plan for review in place and maintained Independent management group established with clear accountabilities re premises, staff etc. Nursery schools have sustainable plan accepted by the Local authority

<p>Quality of Teaching and Learning and assessment.</p> <p>Responsible Governor- YW and SDi</p>	<p>Priority 5</p> <ul style="list-style-type: none"> • Review systems for assessment and record keeping • Increase parent’s awareness of Characteristics of Effective Early Learning and make learning more visible <p>Priority 6</p> <ul style="list-style-type: none"> • Continued development of the curriculum with the introduction of ‘Forest Fridays’ and developing outdoor learning opportunities. As well as Develop teaching strategies to offer a ‘talk for writing’ approach to improve progress and attainment in writing. 	<ul style="list-style-type: none"> • For the whole centre to have a consistent approach to what staff are expected to carry out in terms of assessment and record keeping (individual profiles) • Embedded in the routine, staff fully participate, families Know, children come in appropriate clothes or have them ready in Nursery • Parents and families more confident to explore the outside and appreciate the value of these opportunities on our health and wellbeing.
<p>Personal Development, Behaviour and welfare</p> <p>Responsible Governor- AD and TM</p>	<p>Priority 7</p> <ul style="list-style-type: none"> • To consider opportunities to support positive wellbeing for all children- Relax Kids, developing a growth mindset <p>Priority 8</p> <ul style="list-style-type: none"> • Improve procedures to monitor attendance 	<ul style="list-style-type: none"> • Practitioners to be confident in leading own sessions • Procedures in place to enable staff to monitor attendance efficiently • Parents informing Nursery when absences occur
<p>Outcomes for children as learners</p> <p>Responsible Governor-</p> <p>SDo and NT</p>	<p>Priority 9</p> <ul style="list-style-type: none"> • Continue to develop further a targeted approach to vulnerable learners – including individual plans for EYPP and children with SEN <p>Priority 10</p> <ul style="list-style-type: none"> • Improve on the percentage of children making typical and above typical progress in Literacy. 	<ul style="list-style-type: none"> • Children eligible for EYPP make accelerated progress of 4 steps or more in their N2 year • All staff aware of vulnerable children in their groups and plan appropriately • 50% to make typical or above progress in reading and writing