




## **Grandpont Nursery School and Childcare Centre Development Plan 2021 – 2022**

**This Improvement and Development Plan for 2021- 2022 describes the main priorities at Grandpont Nursery School and Childcare Centre.**

This plan is a collaborative work compiled by the school community, in the light of the 2021 Ofsted Framework and with reference to the Ofsted actions identified at the Child Care Ofsted Inspection of September 2021 and Nursery Ofsted Inspection of 2017. It has been supported by Oxfordshire’s EY advisers.

The over-riding aims are ensuring the crucial role of safeguarding within the Nursery and Child Care Centre; the development of the whole child with access for all children to an enriched curriculum, and all the opportunities this brings, and the standards children attain

**Grace Slater  
Interim Headteacher  
November 2021**

<p>Number of pupils on roll</p> <p>Nursery: 48</p> <p>Day Care: 23</p>		<p>Most recent Ofsted grade:</p> <p><b>Nursery: Good</b> May 2017</p>		<p>Number of pupils with an education, health and care plan Additional Funding or Disability Additional Funding:</p> <p>4</p>	
<p>Percentage of pupils with English as an additional language (EAL)</p> <p>Nursery 35% 17/48 children</p> <p>Day Care 0%</p> <p>(5 of the 23 children speak English and an additional language in the home)</p>		<p>Most recent Ofsted grade:</p> <p><b>Day Care: Inadequate</b> September 2021</p>		<p>Number of pupils eligible for pupil premium: 4</p>	
<p>Overall attendance 2020-21:</p> <p>N/A due to covid pandemic</p>					

<p>Ofsted actions from <b>Daycare Inspection 28 September 2021</b></p> <p><b>For actions relating to this Ofsted Inspection, please read in conjunction with the RAG rated Rapid Improvement Plan from the EY Adviser</b></p>	<ul style="list-style-type: none"> <li>• take immediate action to ensure staff have an up-to-date knowledge, and understanding about safeguarding legislation, and government initiatives to keep children and their families safe</li> <li>• implement regular staff coaching and supervision to review the quality of teaching, identify training needs, and ensure all staff have the skills and knowledge to fulfil the requirements of their role</li> <li>• ensure all risks and hazards to children's safety are identified, removed or minimised; specifically, in regard to children eating while playing</li> <li>• ensure that staff who prepare and are responsible for food receive training in food hygiene</li> <li>• establish a regular two-way flow of information sharing with parents on the range and type of activities and experiences provided for children, and how parents can support learning at home</li> <li>• provide Ofsted with the required information to check the suitability of members of the committee</li> <li>• ensure sufficient information is held about each child, including details about who has parental responsibility</li> </ul> <p>improve staff's implementation of the curriculum to ensure that all children receive the support they need to make good progress.</p>
<p>Ofsted actions from <b>Daycare inspection December 2019</b></p>	<ul style="list-style-type: none"> <li>• monitor staff's practice more closely so that support and guidance for the manager and staff are more precisely focused on raising the quality of the curriculum and teaching</li> <li>• plan and deliver learning experiences that consistently motivate children to learn and that provide good levels of challenge and support for all children, including the youngest and those who are older and most able</li> <li>• improve the use of assessments so that staff clearly identify ambitious next steps for each child's learning and plan effectively to help children achieve these.</li> </ul>
<p>Ofsted actions from <b>the Nursery Inspection May 2017</b></p>	<ul style="list-style-type: none"> <li>• Improve achievement in writing by providing opportunities for children to practise their writing skills in different areas of learning.</li> <li>• Ensure that governors monitor the impact of the actions taken by leaders more rigorously to secure the best possible outcomes for the children.</li> </ul>

### Quality of Education

How do we ensure the delivery of a curriculum that is ambitious and designed to give all learners, the knowledge and skills they need and the cultural capital relevant to the home and community.

What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success Criteria?	Financial implications?	Actioned?	Impact
1. Embed the: <ul style="list-style-type: none"> <li>New Development Matters Curriculum in Nursery School</li> <li>and the Birth to Five in Day Care Centre</li> </ul>	<ul style="list-style-type: none"> <li>Staff to understand progression in the curriculum which starts from the child; using the curriculum guidance for staff Links to Toolkit</li> <li>Curriculum guide to parents and carers (Website)</li> <li>Monitoring and training staff with particular support for unqualified staff</li> <li>Tracking of children's progress using: Childcare - EYDT (Early Years Development Tool – LA funded) to ensure a clear focus on child development.</li> <li>Nursery - OPT (Oxfordshire Pupil Tracker) to support smooth transition into Primary education</li> </ul>	Nursery Lead Teacher  Day Care Manager	<ul style="list-style-type: none"> <li>Staff demonstrate a secure understanding of child development and implement a curriculum which focuses on progression of skills and knowledge, evidenced by 1-1 supervision paperwork, monitored through SLT learning walks /observations.</li> <li>Children know more and remember more. Tracking shows children's good and outstanding progress</li> </ul>	Cover for additional non-contact time for training, and to observe and support staff  Potential training costs		
2. Continue to embed new systems for planning, assessment and record keeping	<ul style="list-style-type: none"> <li>Revisit language for learning and understanding of the characteristics of effective learning</li> <li>Monitoring of learning stories</li> <li>Planning revamped to include learning story next steps.</li> <li>Staff training with additional support for unqualified staff</li> <li>On-going monitoring from SLT and governor visits</li> <li>Establish self and peer reflection on the quality of interactions</li> </ul>	Nursery Lead Teacher  Day Care Manager	<ul style="list-style-type: none"> <li>Staff confident in use of new planning, assessment and record keeping systems</li> <li>Staff training in place</li> <li>Evidence of monitoring by SLT and governors</li> </ul>	Cover for additional non-contact time for training, and to observe and support staff		

What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success Criteria	Financial implications?	Actioned?	Impact
3. Development of the maths curriculum	<ul style="list-style-type: none"> <li>Create guidance for maths progression to achieve outcomes of Development Matters within Nursery and extend Day Care progression</li> <li>Ensure adequate resourcing in place</li> <li>Provide access to staff training about the adult role in supporting mathematical learning</li> </ul>	Nursery teachers (Lucy Driver and Cat Marriott)	<p>Maths progression guidance in place and shared with staff</p> <p>Staff demonstrate an understanding of children's maths progression and put this into practice in their interactions with children and the activities they provide. Evidence of monitoring by SLT and governors</p> <p>Tracking demonstrates children's good and outstanding maths progress</p>	<p>Cover for additional non-contact time for training, and to observe and support staff</p> <p>Potential training costs</p>	Nursery teachers (Lucy Driver and Cat Marriott)	
4. Develop a common approach to SEND across the integrated Nursery School and Day Care.	<ul style="list-style-type: none"> <li>SENDCo to attend courses as appropriate</li> <li>Staff training by SENDCo (Lucy Driver)</li> <li>Staff development in relation to assessment to include a focus on identifying the starting points for children with SEND</li> <li>Leaders to ensure adaptations are made to the curriculum in response to children's needs</li> </ul>	SENDCo (Lucy Driver)	<p>Common SEND approach in place evidenced by observations and learning walks by SLT</p> <p>The curriculum is ambitious for children with SEND and is coherently structured in response to children's individual needs and starting points – evidenced in planning and interactions</p>	<p>Cover for additional non-contact time for training and observation and support of staff.</p> <p>Cost of external training</p>		

## 2. Behaviour and Attitudes

How are our high expectations for learners' behaviour reflected in the children? How are we creating a safe, calm, orderly and positive environment?						
What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success Criteria	Financial implications?	Actioned?	Impact?
1. To embed the use of emotion coaching and / or protective behaviours to embed the new Behaviour Policy to meet the statutory requirements	<ul style="list-style-type: none"> <li>All staff to be aware of how to support children to self-regulate by co-regulation. Additional support for unqualified staff.</li> <li>Identify strategies for sharing behavioural approach of the Nursery School and Day Care with families</li> </ul>	<p>Whole team led by Head teacher</p> <p>Support from EY Adviser (Catherine Hayward) and from Slade Nursery School (Carol Lister)</p>	<p>New Behaviour Policy embedded in practice using emotion coaching strategies</p> <p>Observations, learning walks and self/peer reflection evidence staff using effective co-regulation strategies</p>	Cover for additional non-contact time for training, and observation and support of staff		

### 3. Personal Development

#### How do we build children' resilience and confidence?

What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success Criteria	Financial implications?	Actioned?	Impact?
1. Embed Nursery School and Day Care vision and values for children, families and staff.	<ul style="list-style-type: none"> <li>Revisiting of vision and values at staff meeting / INSET</li> <li>Modelling of values by staff</li> </ul>	All staff	<ul style="list-style-type: none"> <li>Children and staff understand the school's vision and ethos, as appropriate</li> <li>Core values are embedded and the impact apparent in the lives of all</li> </ul>	Staff meeting time (but no additional cost involved)		
2. Establish a regular two-way flow of information sharing with parents on the range and type of activities and experiences provided for children and how parents can support learning at home. (Ofsted 2021)	<ul style="list-style-type: none"> <li>Fortnightly Newsletters (Day Care and Nursery)</li> <li>Re-establish Google Classroom</li> <li>Monthly whole school newsletters</li> <li>Slips recording day for Day Care children; contact made with families of those children in Nursery staying to After School Club</li> <li>Key Person / Parent/Carer hand-overs morning and afternoon where possible</li> <li>Give parents the QR code for Oxfordshire's "Fifty things to do before you're 5" guidance for parents and share posts on Grandpont's Facebook page</li> </ul>	All staff	Effective communication shared between parents/carers and school, so that children's confidence, well-being, resilience and enhanced. Evidenced by parental surveys and conversations with parents	Staff meeting time (but no additional cost involved)	QR code for 'Fifty things to do before you're 5' shared with parents	
3. Continued embedding of opportunities to support the well-being for the children, staff and families	<ul style="list-style-type: none"> <li>Ongoing work of SOFR</li> <li>Family links courses- linked to St Ebbes?</li> <li>Ongoing Relax Kids sessions for all children</li> <li>Revisit well-being and involvement scales for children and understand what good well-being looks like. Use</li> </ul>	Lead Teacher (Lucy Driver)	<ul style="list-style-type: none"> <li>Evidence of opportunities accessed by children supportive of their well-being</li> <li>Use of well-being and involvement scales for children embedded</li> <li>Parents and staff work</li> </ul>	Staff meeting time (but no additional cost involved)		

	<p>scales to identify the needs of identified children</p> <ul style="list-style-type: none"><li>• staff wellbeing ethos established: <a href="https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/?page=1&amp;IssuePageId=1278">https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/?page=1&amp;IssuePageId=1278</a> <a href="https://healtheducationpartnership.com/resources/Wellbeing_Framework_for_Schools.pdf">https://healtheducationpartnership.com/resources/Wellbeing_Framework_for_Schools.pdf</a></li></ul>		<p>in partnership to support their child's wellbeing</p> <ul style="list-style-type: none"><li>• Well-being sessions timetabled into staff meetings</li></ul>			
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## 4. Leadership and Management

How are we delivering a clear and ambitious vision for providing high-quality, inclusive education to all, realised through strong, shared values, policies and practice?

What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success Criteria	Financial implications?	Actioned?	Impact?
1. Strengthen sense of team across the integrated centre – children, staff and governors	<ul style="list-style-type: none"> <li>School community to contribute to formation of School Development Plan, as evolving 'live' document:</li> <li><i>Teachers +TAs at INSET/ Staff Meetings. Governors via FGB meetings and inclusion of agreed priorities. Families via questionnaire comments.</i></li> </ul>	Head teacher	<p>SDP shared with staff and governors as a live document, evolving in response to shared ownership of the plan. Staff Meeting minutes record revisiting of SDP</p> <p>Staff demonstrating an understanding of Grandpont's vision, ethos and priorities</p>	N/A (but SLT + staff meeting time)		
2. Strong Governor Monitoring in place  <b>Please read in conjunction with the Governors Monitoring Schedule</b>	<ul style="list-style-type: none"> <li>Regular cycle of governor visits and monitoring (See separate document)</li> </ul>	Chair of Governors (Sarah Dorling)	Governors feel welcome in school and have strong sense of ownership	N/A (but Governor time)		
3. Effective communication across an integrated Nursery School and Day Care	<ul style="list-style-type: none"> <li>Staff communication – weekly, with communication from SLT via staff email/newsletter</li> <li>Further development of staff meeting planning</li> </ul>	HT Lead Teacher (Lucy Driver) Day Care Manager (Claire)	An integrated Nursery School and Day Care with strong communication links	N/A (but SLT + Local Authority time)		
4. Maintain a strong approach towards monitoring of teaching and quality interactions	<ul style="list-style-type: none"> <li>Establish a cycle of learning walks / lesson observations / peer discussion following videoed teaching/interactions</li> <li>Use tools from EY Toolkit to support and monitor high quality</li> </ul>	Head teacher Lead Teacher (Lucy Driver)	Observations, learning walks and self/peer reflection evidence staff using high quality interactions to support children's learning Observations and assessment	N/A (but SLT + Local Authority time)		

	teaching and interactions	Day Care Manager (Claire)  EY LA Supporting Adviser Catherine Hayward  Carol Lister – Slade Nursery HT	identify that children know more and remember more			
5. Ensure high profile of safeguarding embedded within the school  <b>(To be read in conjunction with RAG rated Rapid Improvement Plan)</b>	<ul style="list-style-type: none"> <li>• Deliver / Renew Generalist Safeguarding training for all staff as appropriate, and ensure new staff have this included as part of their induction</li> <li>• Ensure all staff have read and understood the 2021-2022 Child Protection and Safeguarding Policy and signed to say they have done so.</li> <li>• Ensure all governors have 'read and understood' 'Keeping Children Safe in Education' (KCSiE) including 2021 -22 updates</li> <li>• All staff and governors to have completed Prevent training</li> <li>• Maintenance and update of Safeguarding Board in staffroom</li> </ul>	Lead DSL and deputy DSLs  Safeguarding Governor	<p>Awareness of all staff (and children as appropriate) of crucial importance of safeguarding and how this is achieved.</p> <p>All staff (including cover staff) and volunteers understand their safeguarding responsibility and how to raise a concern</p> <p>Children's safeguarding files are well organised and evidence a culture of safeguarding</p> <p>Conversations during learning walks evidence that all staff understand the Prevent Duty</p> <p>SCR evidences robust recruitment processes</p>	N/A (but SLT + Local Authority time)  Potential training costs for CWCF lead		

	<ul style="list-style-type: none"> <li>• Introduction of weekly safeguarding/Prevent scenario for discussion in team meetings</li> <li>• Maintain internet safety training for staff</li> <li>• 'Children We Care For' (CWCF) lead to be identified and trained</li> </ul>					
6. Transparency around Pupil Premium projected spend, impact on children.	<ul style="list-style-type: none"> <li>• Provision made for Pupil Premium children</li> <li>• Statement for 2020-21 and 2021-22 put onto the website</li> </ul>	HT and Pupil Premium Governor	<p>The Pupil Premium statement evidences that funding has been used effectively and children have benefitted from this</p> <p>Learning walks identify that the curriculum enhances the experiences and opportunities available (awe and wonder)</p> <p>Assessment identifies that children in receipt of PP funding make good progress</p>	N/A (but SLT + Local Authority time)		
7. Financial deficit to be addressed	<ul style="list-style-type: none"> <li>• Regular budget monitoring to identify issues</li> <li>• Act upon advice received from Hemsall Consultants</li> <li>• Creation of plan to address budget deficit</li> </ul>	Governors SLT	Evidence of steps taken to address deficit budget	N/A (but SLT + Governor time)		