Sheringham Nursery School and Children's Centre

Our vision
Happy, healthy, enquiring and active childhoods.

Our mission
To work in partnership with every family: together, we can help every child in Manor Park to have the Best Start in Life.

Our goals

The best for every child and family: we will always aim for the highest quality, we focus on what works, and we use research and evidence to improve our practice.

A warm, friendly and respectful environment: we welcome everyone, we include children and adults with special needs and disabilities, and we are positive about diversity.

Improving lives: we want to help children to be great communicators, make healthy choices and love learning.

Our values

We work in partnership with parents and we build on family strengths.

We will always act in the best interests of children and their families.

We believe that every child can become a more powerful, creative and successful learner with the right support.

We think it is important for all staff, users and visitors to behave in a respectful and tolerant way at all times.

Our Improvement Plan, 2019-20

Activities	Objectives	Monitoring and evaluation
Quality of education		
Map out our curriculum, ensuring it is coherently sequenced, ambitious, and meets all children's needs and starting points. Evaluate the impact of the pilot curriculum and adapt it throughout the spring and summer terms.	During autumn 1: set out how settling-in and our early support for children can be considered in terms of curriculum, and how this leads onto children becoming more powerful and reflective learners over the course of the nursery year (JG). During autumn 2: set out curricular goals in the Prime Areas for the two-year old provision. Set out curricular goals in all areas of the EYFS for the nursery year (JG). During autumn 2: create a structure so that curricular goals are individualised for children with SEND and aligned to their support plans (TC). During Autumn 2: using phases 1 and 2 of Letters and Sounds, set out the milestones we want most children to reach at the end of nursery with the Reception Team at Sheringham Primary School (LF). Spring 1: high-quality staff professional development in Letters and Sounds for all	Monitoring: LF through discussion with staff and analysis of 10-day settling in forms. Evaluation: Governing Body Learning Walk. Monitoring: LF through discussion with staff and analysis of Special Books. Evaluation: Governing Body Learning Walk. Monitoring: LF through discussion with staff and analysis of Special Books and Early Years Development Journals. Evaluation: JG through Room Review Monitoring through Room Review process (JG). Checking staff understanding of key terms and checking correct pronunciation of letters, providing extra support where it is needed (MP) Evaluation: JG with the AHT and EYFS lead at Sheringham Primary School - quality of

	staff, together with the 'bigger picture' on promoting early reading and a love of books (LF).	teaching, children's progress, provision of additional help so that children keep up/catch up.
	Spring 1: review curricular maps to ensure key early learning in maths is included and visible.	Monitoring: LF Evaluation: JG through Room Reviews
	Develop specialist support and training for the two-year provision (FJ)	
	Summer 1 & 2: plan and provide additional support for children struggling to develop listening and attention, with the support of our Speech and Language Therapist (LF).	
Simplify and improve arrangements for assessment, building on what we learnt from the Early Years Toolbox pilot.	Spring 1: use Professional Development Day to train all staff to use Early Years Toolbox (JG).	Monitoring: discussions and/or surveys with staff about workload (LF).
Reduce assessment workload, with 2 (not 3) points in the year when progress data is collected (Spring 1 and Summer 2).	Spring 1: align the contents of Special Books and 'jigsaw plans' with our new curriculum goals (JG).	Room Review: identify and plan in support for children at risk of poor progress so that they can keep up or catch up (LF). Evaluation: Governing Body with consultant support on Governor Day.
Reduce assessment workload by revising the 10-day on-entry form.	Summer 1: work with staff and consult with parents to simplify the on-entry form (LF)	Evaluation: JG

Changes to planning so that it is aligned to the curriculum which has been mapped out, and also responsive to children's interests and needs.	Autumn 2: evaluate the impact of the initial changes and check staff understanding and engagement (MP). Spring 1: revise planning format, responding to this evaluation and to the development of our curriculum (MP)	Monitoring: discussions and/or surveys with staff about workload (LF). Evaluation: Room Reviews in Spring and Summer will evaluate whether planning is ambitious, meets children's varying needs, and helps all children to make progress towards our agreed curricular goals (JG).
Implement the findings of the 18-19 metacognition pilot in Blue Room and Green Room.	Autumn 2: creation of central resources to help staff get started. Checking that Special Books include examples of children's comments. Create a pro forma to stick into special books that support practitioners (TC). Spring 1: support for all staff through professional discussion and reflection, team teaching and the use of Iris Connect (TC). Spring/summer: Every child's Special Book will include examples of the child's voice; exchanges between staff and children about thinking and learning; examples of children planning, talking about their learning and reviewing what they have done (TC).	Monitoring: Room Reviews (sampling of Special Books) (LF) Evaluation: Governing Body with consultant support on Governor Day. Celebration of examples shared with parents at the end of the year.

Behaviour and attitudes		
Continue to support children's capacity for emotional self-regulation, using dials and other supports. Continue to develop systems and approaches which promote conflict resolution between children.	Autumn 1: staff PD (TC with Althea Dove, Speech and Language Therapist) on using language and visual approaches to support children's emotional self-regulation. Spring 1: identify up to 10 children who have the most difficulties with emotional self-regulation and work with parents to identify areas of difficulty using SDQ (LF). Spring 1: introduce and model strategies for conflict resolution, with adult guidance (LF). Summer 1: review progress of up to 10 children identified and, where applicable, plan support ahead for their transition and for the summer holiday (LF).	Evaluation: LF through SENCO review meetings. Evaluation: JG through Room Reviews and use of the SSTEW scale
Personal development		
Improve parent engagement and support for the Early Home Learning Environment in Red and Yellow Rooms.	Autumn 1: survey all FEE2 parents to find out about what they might want through adult learning/training/employment support, and whether they want more support with parenting. Share survey with BSIL team. Track parent engagement and progress on an individual level (GA).	Monitoring: adult learning/support (DR). Attendance and satisfaction with Stay and Play (LF). Evaluation: Governing Body through the end of year survey and discussions with parents.

	Autumn 2: launch 'Come Play with Me' (FEE2 Stay and Play) which is planned around PEEP materials (TS/GA).	Evaluation: Governing Body through the end of year survey and discussions with parents.
	Autumn 2: enrol every FEE2 parent into EasyPeasy (TS)	Monitoring: LF in spring and summer (list of parents with recorded engagement)
	Spring 1: pilot sending out individualised messages to parents about children's learning, using WhatsApp (TS)	Evaluation: Governing Body through the end of year survey and discussions with parents.
	Spring/Summer: engage every parent in one or more wider activity to support their family, including: Triple P, Tea and Talk, ESOL, Basic Skills, Using Toy Library every week, Childcare course, any other course/programme, SEND parent support group, volunteering (GA)	
Improve Early Help, including our work with other agencies	From Autumn 2: build up to TC and SB holding 15 EHRs in the Nursery School by summer 2.	Monitor: EHRs meet agreed quality standards (DR). EHRs clearly show improvements in child outcomes (safety, health, learning) (RE)
	Develop records which are clearly co-constructed with parents, include the child's voice and reflect the diversity of families we are working with.	Evaluation of the quality of practice in the key areas of: child's voice, parent input in planning and evaluation, working positively with diversity (LF)
Improve children's health through bringing in a tooth brushing programme	Spring 1: pilot in one key group per room (LF) Summer 1: scale up toothbrushing programme to include all children (LF)	Evaluation: Governing Body through the end of year survey and discussions with parents.

Leadership and Management of the Nursery School

During a period when we have less money, our collaborative approach to leadership is focussed on work to maintain the outstanding quality of the nursery school and continue to drive improvement in the following areas:

- Accurate Identification of children's starting points, including those with SEND
- Ongoing use of formative and diagnostic assessment and monitoring to identify children who need the most support, and quick provision of that support
- Set out a coherently sequenced curriculum that works for all children, in an accessible way that engages with parents and supports our pedagogy and our assessment procedures
- Enhance parent involvement through continued development of Special Books and through the use of EasyPeasy and WhatsApp

To support staff wellbeing we will continue to take steps to reduce workload and will also introduce a new, more rigorous approach to ensuring that staff find their Performance Development supportive.

Finally, we will integrate our work as a Research School immediately into all of our work, so that all of the improvement strands above are clearly underpinned by the best available evidence.

The evaluation of leadership and management arises out of the evaluation of our work to improve the quality of education, behaviour and attitudes and personal development.

We will continue to work towards our equality objectives by further development of shared leadership in the team, with a specific focus on BME staff accessing leadership and other qualifications.

We will continue to develop the confidence and professionalism of our staff team through use of peer monitoring and development, supported by filming with IRIS connect.

Best start in life: improve school readiness, so that children are ready to start their reception year

Stay and Play Ensure all Centre staff involved in Stay and Play have PEEP accreditation so that sessions are underpinned by evidence-informed practice.	By April: all will have completed their PEEP accreditation, with some early-achievers on track by December - March (RE)	Evaluate the impact of having PEEP accredited staff working with families (LF)
Monitor how many families are identified as needing additional support through Stay and Play and evaluate impact of signposting/further support on the child and family.	Set up monitoring system: ethnicity, gender, LSOAs, postcode and area of need (MF)	Monitoring numbers of identified families and reporting quarterly to leadership team (DR) Evaluation and analysis of types of families, presenting issues and outcomes of support quarterly to leadership team (DR)
Summer holiday programme Target part of the summer programme on supporting the families of children about to start school who are most vulnerable to low outcomes at the end of the EYFS: • those who have special educational needs and are summer born (especially boys).	Identify up to 25 target children/families from Sheringham and the PVI network by May 2020. Identified families will need to be available to attend. If this is a barrier, adapt/ reconsider the dates and plans. Additionally, consider whether families are available for the first 2 weeks of September (LF and DR) Develop a pilot programme for the summer holiday period running twice per week 10.30-12pm focused on music and play (use PEEP materials to support) followed by preparing and eating food together. Make individual judgements about siblings attending. Target - 10 unique attendances per week. (LF and DR)	Evaluation: how effectively did we sustain engagement of 10 children/families. Did children learn more songs/actions and remember them and take part? Short individual Special Books include child and parent voice: what did they enjoy and what changed for them through the programme? (HM) CCAB 'learning walk': visit one or more of the summer programme sessions.

Improve the uptake of FEE2 places through encouragement of PVI-based Stay and Plays, enhancement of our website, and improved marketing of the childminder offer. Our aspirational target is that averaged across the 3 terms we achieve 65% uptake of FEE2.	Support the opening of at least one further PVI S&P by the end of January (TW) and a second PVI S&P by the end of June Update the PVI and CM page on our website by the end of December (TW). Explore better ways of marketing the CM FEE2 offer with TINEY (JG)	FEE2 Evaluation: half-termly update to Leadership Team on uptake and quality using the monitoring information collected through mentor visits and team around the setting discussions. Share this information with CCAB (LF) CCAB 'learning walk': visit one or more PVI S&P (TM)
Improve the quality of FEE2 places to above 4 (ITERS-3) across the neighbourhood.	LF and FJ offer bespoke support to PVIs to raise ITERS-3 scores to 4+ by July 2020.	Evaluative report from LF and FJ in September 2020: changes in quality and barriers to improvement.
Best start in life: improve child and family health and life chances		
Gather data to analyse the main reasons for families accessing health services delivered by the health team, and by the BSIL team and review service planning/delivery. Develop a pilot 4-week programme with health for families where the child has been identified as overweight or obese at their integrated 2-year old check/ASQ check at 2.	Undertake a one-off data gathering exercise to find out main reasons for attendance at HV clinic (preset categories + other) and overall satisfaction when leaving. Launch programme during Spring 2020 for 6 families, working with health. Gather data from health about total number of children in the area identified as overweight or underweight at 2 to inform future service delivery.	Evaluate extent of changed behaviour in the family 4 weeks and 10 weeks after the programme end.

Best start in life: enhance parenting aspirations		
Improve the completion rate of Triple P from 42% to 60%. Because Triple P is evidence-based we can assume impact as long as parents attend and complete.	Monitor attendance weekly and follow up absences. Offer bespoke sessions to help parents catch up and complete. Work with Triple P to increase numbers engaged through use of online and other delivery methods.	Monitoring: report ASRA scores at start/end of each group to Leadership Team (DR) Monitoring number of attendances and completions each term to Leadership team (DR)
Best start in life: employment and adult learning		
Improve data recording and evaluate the impact of training and employment services with respect to: • engagement and completion • gaining qualifications and progression to higher levels of learning • gaining employment. Raise the profile of adult learning and training with displays and materials online about parents' learning journeys to gain qualifications and/or employment.	Work with NALS and the GLA Early Years Hub team to expand the offer of adult learning and training. Track outcomes of attendance and report quarterly to CCAB. Create four A2 case studies to display about parents' inspirational journeys through the Centre and into higher levels of learning or employment by the end of July 2020.	Monitoring/evaluation: numbers attending, completing, progress reported quarterly to the CCAB (DR)

Best start in life: Early Help		
In Early Help Records: improve the recording and discussion of issues related to equality and diversity as set out in the Equality Act, covering all protected characteristics. This includes faith, culture, values, lifestyles, sexuality, gender and disability, for example. Our duty to promote equality is central to our plans and how we work with parents. Improve how we capture parents' voices: • how the initial plan is co-constructed with the parent as a driver • parents' views when targets are evaluated or when records are closed. • Contact parents during or after records are closed to capture their evaluations of the support they have received. so that parents' views shape our evaluation and our planning for improvement **NB:** Early Help Records, where applicable, are addressed to both parents by name and do not conflate 'parents' with 'mothers'. Increase the number of Early Help Records or Family Intervention Plans held in partnership with PVI settings to 10 during the year, through the PVI network and team-around-the-setting.	Training and discussion with staff: Autumn 2019. Coaching and individualised support for staff where needed (ongoing support through the updated audit process). Meet with PVI managers termly to discuss Early Help and early identification in their settings. (DR)	Evaluation of Early Help Records will be through: 1. Quality-assurance processes 2. Evaluating the impact on the child: are they safer, healthier or developing better as a result of the EHR/referred on to more specialist support 3. Triangulation of information about 2 recently closed EHRs per term: quality of the record; feedback from all involved professionals; feedback from parent. Termly feedback to Leadership team on quality and impact of EHRs. Monitoring/Evaluation: Report on how many EHR/FIP are being held by the team and in partnership with PVI settings. (MF & DR)

Best start in life: leadership		
Improve realtime monitoring of data so that we act quickly when a particular session or service is declining	All staff complete weekly trackers looking at attendance of sessions/services delivered with a focus on caseload families (from Autumn 19)	Data from trackers is evaluated monthly and this then informs the next quarter's calendar and activities on offer.
Improve overall engagement with services to match the levels (attendance and unique attendances) recorded in 2017-18	Meetings with the team monthly to discuss data trackers and identify next steps (from Autumn 19) Quick responses if drops in service performance occur to rebuild numbers (from Autumn 19)	Termly feedback to Leadership team on overall engagement and attendance at services.
Develop the quality, accuracy and responsiveness of our evaluation: • Leaders need to be 'present' and engaged with staff and users regularly to evaluate services. • Evaluation information needs to be used quickly to drive continuous improvement. • The CCAB needs to be given brief, accessible evaluative information as well as data and outputs, so that it can effectively support and also challenge the leadership team.	Leaders are visible and present around sessions every day. They drop into sessions weekly to have conversations with 10-20 parents as well as monitoring the session. Off-site provision is visited regularly by leaders. (HM and DR from Autumn 19)	Bring together parent feedback and session evaluations to make a judgement about quality of service. Evaluate some of the impact of services by asking parents if they are doing anything differently as a result of attending the sessions. (RE) Analysis of the all-parent survey by the end of Jan 2020 gives us an overall picture of parents' views on the services we provide (DR)

Improve the quality of printed publicity, so that it is more engaging. Develop the website further so that it includes more information for parents. Capture children's voices across all services to help us to evaluate the impact of our work and plan for improvement. Improve the evaluation of Early Help: • Quarterly top-level analysis of the reasons for families being on our 'caseload' or having an EHR. • Quarterly top-level analysis of the main types of EHR actions and their impact. • Quarterly evaluation overall of what the issues families face, the impact of our support, and how we might further improve our work.	Ask different groups of parents for their views about the website, the calendar, and the individual flyers (e.g. the Tea and Talk group, the Triple P group etc) (HM, Spring 20) Work with a graphic designer to improve the quality of publicity, consulting with focus groups of parents (DR), Summer 20). Quarterly analysis/summary of presenting issues (MF) Quarterly analysis of main actions/services taken and impact with reference to children being safer, healthier, and developing better (DR) Use this analysis to inform the service delivery in the next calendar (Spring/Summer 20, (DR)	Evaluation of finished publicity materials by focus group of parents (CCAB, Summer 20) Annual evaluation for the CCAT of the design, quality and impact of Early Help and Early Help Records (RE, summer 20)