

Federation Development Plan-

Wellingborough Nursery Schools Federation 2017-18

Our Vision

We are committed to **improving the quality of the educational provision** for all our children which will enable them to reach their full potential and attain the dispositions for lifelong learning. High quality education at Croyland Nursery School and Highfield Nursery School will be achieved by:

- positive, caring and clearly focused leadership from the senior leadership team
- the whole staff team working together to do its best for our children's confidence
- the whole staff team having high expectations of our children's social and behavioural development
- well planned, exciting and challenging teaching and learning that develops lively, enquiring and open minds in our children
- creating stimulating and attractive learning environments in which our children can take pride in and allow creativity to flourish
- fostering a calm, secure and purposeful atmosphere that nurtures a positive esteem and self-image in all our children
- promoting respect for other people and their property and the environment
- working in partnership with parents, governors and the local community to enrich opportunities for our children

We will continually strive to achieve the school's aims through the curriculum and through all the other experiences offered to our children. High quality education will **raise the children's standards of attainment**, enabling them to develop a positive image of themselves:

- be inquisitive and curious
- have a sense of belonging, feel safe and secure
- be independent and resourceful
- have a desire to communicate
- be prepared to take risks
- show care and concern for others
- be respected and to be respectful

School Context

Highfield Nursery School and Croyland Nursery School and Day Nursery are two Schools providing 0-5 years education for over 300 pupils in Wellingborough and the surrounding areas.

The Schools are maintained Nursery Schools and are members of the Northamptonshire Nursery School Partnership. (9 Nursery Schools).

Formed in 2011 the NNSP was developed as a programme of Early Years Education and Care to offer learning and development opportunities for the Professional Development of Early Years in Nursery Schools, Primary Schools, Preschools, Child-minders and day Nurseries spanning across the county and beyond!

In September 2015 Wellingborough Nursery Schools Federation was formed for the two Nursery Schools in Wellingborough. Croyland Nursery School and Highfield Nursery School form the federation, with both Schools retaining their individual School status. There is one Governing Body and a shared management team including one Executive Head teacher.

Croyland Nursery School The Nursery School is Local Authority maintained, opened in 1942 and offers 88 part time places for 3 and 4 year old children accessing their free entitlement over 48 weeks of the year. The Nursery school also offers 42 part time places for two year funded places over 48 weeks of the year. The School is open all year round and provides extended services from 2 years to 4 years 11 months from 8-6pm. This was established as part of the Neighbourhood Nursery Initiative.

Highfield Nursery School The Nursery School is Local Authority maintained and offers 120 part time places. Places are offered to children aged 3-4 years of age, term time only. From September 2015 we opened new provision for children aged 2-3 years for families eligible for the 15 hours of funded Early Years Education. Initially we offered 24 part time places, but this has increased to 36. Over the past few years we have been more flexible in regards to how parents access the early years free entitlement and in purchasing extended sessions for their children. Extended provision includes a lunch club.

Wellingborough and the community The area is characterised by high unemployment, poor educational achievement and a high number of single parent households. This community falls within the top 8% of deprived neighbourhoods in the United Kingdom. There is also very high crime rate including possession of weapons, guns and drugs. There is a high percentage of antisocial behaviour and in the last year the schools have been broken into and damaged on four occasions. (source upmystreet and Northamptonshire Analysis and Police UK)

The population trend shows a rising number of children under five. The percentage of children from Black, Minority and Ethnic groups is 23% for Wellingborough and rising. This is higher than for Northants, but slightly lower than the National percentage. There is a high percentage of Eastern European families from Poland, Romania and Latvia, along with a high percentage of families from India, Kenya and Bangladesh within the Victoria ward.

Issues in our reach area are: rising levels of child poverty; a high proportion of workless households; a high proportion of families living on benefits; increasing crime rates and high levels of domestic violence. (Wellingborough Health Profile, Children's Centre Social Value Reviews, JNSA Analysis).

The percentage of children achieving a good level of development at the end of Reception is below the National and Northamptonshire average.

Significant changes since the last inspection March 2013 - the most significant changes has been to the formation of the hard Federation and leadership structure. With the Federation and with introduction or expansion of the two year provision we have seen a huge increase in staffing levels. We have also implemented a reconstituted Governing Body, which is consists of new membership.

Parents and children's views 2016-17:

Parents

- *Very pleased at how their children's individual needs were met*
- *Very keen for more parent workshops and event days in order to support their child's development-like how we get parents involved*
- *Stimulating environment in which their child can explore and learn*
- *Very pleased to be so involved in their children's learning, to have the progress shared with them and to be able to join in learning at nursery when it really mattered.*
- *The lending library enabled them to share stories with their children at home along with resources for SEN children.*
- *Relationships with staff, being able to share concerns, talk about child's development-very approachable staff*
- *Being inclusive- meeting all children's needs*
- *The curriculum- the learning experiences being stimulating and exciting for children's learning*

Children:

- *Project work with the teacher*
- *Looking at birds in the garden*
- *lots of climbing*
- *Traditional stories*
- *Mud kitchen play*
- *'Welly Wednesday'*
- *Instruments at the residential home*

Inspection Actions

Highfield: Oct 2013- Good

Although there are some examples of good quality exchanges that promote sustained thinking and high-quality learning, adults do not do enough to extend children's thinking and communication skills. There are not enough opportunities for children to work regularly in small groups to extend their literacy and numeracy skills. Although end-of-year targets for improvement are set, assessment information is not systematically used to set termly achievement targets. This hampers leaders' grasp of the effectiveness of planned improvements.

Croyland:- Jan 2015- Outstanding

Make sure that staff always provide enough challenge for the most able children in literacy and mathematics so that they make outstanding progress.

Priorities for this year have been drawn up based on children's data, children's, parents and staff views

Priority one: Teaching and Learning- *Further develop the quality of teaching and learning focusing on the teaching of Literacy, Maths and Understanding of the World through the teaching and learning programme.*

Priority two: Assessment and observation- *further develop the observations that inform the termly assessments through professional development opportunities.*

Priority three: Achievement- *To continue to diminish differences between vulnerable groups and their peers with a focus on home learning and interventions.*

Priority four- Sustainability- *To develop the Federation further through the introduction of the thirty hour provision and for the Governors to pursue models for sustainability of the Nursery Schools.*

Priority one: Teaching and Learning- Further develop the quality of teaching and learning focusing on the teaching of Literacy, Maths and Understanding of the World through the teaching and learning programme..

Success criteria:

- Teaching and learning cycle observations highlight improved teaching in Lit, Maths or UTW
- Increase in % of good/outstanding teaching at both schools
- Evidence of achievement for more able children in all areas but with a focus on literacy and maths
- Evidence of high quality teaching and learning, including case studies and home learning
- Effective termly tracking of assessments to evidence sustained progress in Lit, Maths and UTW

Priority	Focus	Actions	Planned outcome	Monitoring	Evaluation
1 Teaching and learning	Teaching and learning cycle	<p>Two cycles of teaching and learning observations with amendments made to the paperwork to focus on teaching of Literacy, Maths, UTW.</p> <p>Peer on peer observations – observing AF –Literacy, Maths and UTW.</p> <p>Action plans for each staff member highlighting how to develop teaching of Literacy, Maths, UTW; these plans form part of staff’s appraisal targets.</p> <p>Appraisal meeting to identify two focus areas.</p> <p>Appraisal targets linked to the teaching and learning actions and monitored through supervision and mentoring sessions.</p> <p>UTW-Understanding The World</p>	<p>Increase in % of good outstanding T&L</p> <p>All staff formally observed with action plan</p> <p>All staff demonstrate/evidence improved teaching Lit, Maths UTW through the cycle and appraisal system.</p> <p>Home learning resources used and effective in children’s progress-</p>		

<p>Case studies of teaching and learning</p> <p>Teaching and learning of the community</p> <p>Teaching and learning</p>	<p>For staff members to create case studies with a focus on T&L of Literacy, Maths and UTW- for Nursery practitioners to lead on this alongside home learning experiences/ resources.</p> <p>The provision to continue to have lots community outings and events to ensure high quality teaching of UTW</p> <p>Group times- focus on Early Reading, Writing and Maths for more able learners.</p>	<p>feedback from parents</p> <p>Welly Wednesday established across the schools</p> <p>Continue with visits to care homes, libraries, local shops etc,</p> <p>More able children identified and tracked, evidence of sustained progress in Lit, Maths</p>		

Priority two: Assessment and observation- further develop the observations that inform the termly assessments through professional development opportunities.

Success criteria:

- Increase in children’s achievement and attainment in specific areas with a focus on Literacy, Maths and understanding of the world
- Evidence of learning experiences provided to promote and support learning in both areas (particular focus 40-60 months)
- Completed training sessions in Literacy and Maths, nurture/attachment, language, UTW (early reading and writing)
- Parents input into assessments and planning through parent booklets/home learning
- Evidence of assessments made in Literacy and Maths to support the termly formative assessments
- Evidence of termly tracking for more able learners- progress in Lit, Maths, UTW

Priority	Focus	Actions	Planned outcome	Monitoring	Evaluation
2) observations and assessments	Staff training	Teaching and learning cycle to focus on Literacy, Maths, UTW- see above	Termly tracking of children accessing interventions and evidence of improved outcomes.		
	Curriculum	Professional development- <ul style="list-style-type: none"> • Maths training • Literacy training • UTW training Training focused on the recording of observations and assessments and learning within the 40-60 band.			
		To plan focus weeks in the nursery, Literacy, Maths and UTW.	Evidence of accelerated progress in speech and language for children with delays and two year olds.		
		Plan and provide a whole range of high quality learning experiences focused on the three specific areas.			
		Focus weeks to include assessment focus on specific			

Priority three: Achievement-To continue to diminish differences between vulnerable groups and their peers with a focus on home learning and interventions.

Vulnerable groups:

- EAL, SEND, CLL delays, Behavioural, Social and Emotional needs, CP, LAC, EHA, CIN, EYPP

Success Criteria:

- High quality teaching and learning experiences that are nurture or language based in the continuous provision
- High quality learning experiences that are extension based in the continuous provision.
- Evidence of high quality planning, and accurate assessments.
- Evidence of home learning experiences/resources being used and effective.
- Vulnerable children make accelerated progress in prime areas (at least 8 steps in prime areas)

Priority	Focus	Actions	Planned outcome	Monitoring	Evaluation
3) Achievement	Children with language delays	<p>Early identification of children with language delays, and their needs.</p> <p>Planning of language based experiences to support progress are implemented across the continuous provision.</p> <p>At least 2 learning experiences planned each week in 3-4's and 2-3's with a focus on language development, targeted children that have been identified.</p> <p>For SENCO/teacher to lead on training, team meetings and planning to ensure high quality teaching of the experiences.</p> <p>Termly tracking to evidence children's progress.</p>	<p>Vulnerable children make accelerated progress in prime areas.</p> <p>Case studies</p> <p>Evidence of high quality teaching and learning.</p> <p>Evidence of accurate observations</p>		

	<p>Children with delay in PSED</p> <p>Children identified as more able</p>	<p>As above</p> <p>As above- identified in first term and tracked.</p> <p>Presented to staff with actions of needs.</p> <p>Planning to include at least one extension learning experience each week within each area of the nursery with a focus on Lit, Maths, UTW.</p> <p>Group times provided by two Ass Head/teacher to extend more able in Lit, Maths, UTW</p> <p>Ass Head's to plan at least 3 learning experiences/ project work over and above the extension activities being provided by staff members. To include home learning opportunities/parent feedback.</p>	<p>Provision map</p> <p>Children identified more able- making sustained progress in specific areas</p> <p>(18 steps of progress)</p> <p>Case studies- examples of home learning</p>		
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Priority four- Sustainability- To develop the Federation further through the introduction of the thirty hour provision and for the Governors to pursue models for sustainability of the Nursery Schools.

Success criteria:

- Staffing model reflects the needs of the Federation- and the 30 hour offer
- A range of 30 hour options accessible and parents signed up
- Effective timetables across both schools for the 30 hour options
- Completion of the NNSP programme of training and development for Northamptonshire and further developments through NCC and Teaching Schools
- Exploration of different models including private company and MAT's both locally and at County level.

Priority	Focus	Actions	Planned outcome	Monitoring	Evaluation
Sustainability	Developing the Federation and 30 hour provision	Ensure smooth transition into the 30 hour entitlement from Sept 2017- with and agreed service offer for eligible parents at both schools.	30 hour entitlement offer and staffing model in place for Sept 17.		
		To ensure team development plans are drawn up together with a clear direction/timetable of the year and reviewed each term- celebrating the success of all achievements as individuals and a team. Key dates set for the whole year.	Yearly calendar drawn up and implemented, tea meetings held to review along with supervision.		
	Governing monitoring and challenge	Continue to develop the Governing Body with termly monitoring visits- reporting on the success of the schools and further actions. Recruit new parent Governors.	At least 8 monitoring visits completed and reported to Governor meetings- evidence of actions achieved.		

		<p>Governors to establish a working group for the sustainability of the Federation and pursue different models both and local and county level.</p> <p>To attend working cluster group to 9 nursery schools and support Head's with lobbying local councillors, mp's and raising awareness of Nursery Schools.</p>	<p>Clear options presented and considered by the Governor Body.</p>		
	Management structure	<p>Ensure smooth transition into new management structure during Head's maternity leave, particularly with the introduction of 30 hour provision.</p> <p>Clear agreed roles and responsibilities of all management members with effective supervision and team meetings.</p> <p>Supervision and mentoring support for acting head.</p>	<p>For the Federation to continue to build on its success.</p>		
	Publicity	<p>Continue to raise the status and awareness of Nursery School Education in Wellingborough through</p> <ul style="list-style-type: none"> • Event days, fun days in the local community to raise awareness of the Nursery Schools • Train staff members to update the website and social networking sites to inform community of high quality Nursery education 	<p>Increase the take up rate of sessional places and fee paying places across both schools</p> <p>X2 fun days/ promotional</p>		

		<ul style="list-style-type: none"> • Advertising in local magazines, libraries, children's centres, businesses • Special offers to local businesses 	<p>days</p> <p>X4 magazines</p> <p>X2 businesses</p>		
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