

School Development Plan 2019-20

Quality of education	Our intent	Our implementation (who and how)	Timeline (when and how much)	Impact how will we measure this?
	<p>Cultural capital: All staff to plan a trip and a creative response to the trip: Storytelling, role play, dance, music, 2D and 3D responses, photography, video making to extend experiences and develop a rich vocabulary.</p>	<p>SLT to visit Kintore Way MNS for good practice</p> <p>INSET in September based on this model: What does cultural capital mean to us? Invite EY partners to this session EHT to introduce Cultural Capital, and invite groups to plan a trip to a range of places including Places of Worship, Fire Station, WMG, Science museum, Forest School and plan for new vocabulary used.</p> <p>Staff to have monthly art sessions to build up knowledge bank, every half term staff to share their experiences and childrens work</p> <p>Build a working partnership with Willow Field and Walthamstow School for Girls? Young people to come across and share techniques with staff or children</p> <p>All staff to discuss attendance weekly, target children especially EYPP/SEND</p> <p>Displayed clearly in classrooms, lobbies. special books and on the website</p>	<p>Summer term 2019</p> <p>September 2019</p> <p>Ongoing over year</p> <p>Ongoing over year</p> <p>Weekly</p>	<p>Governors and SEA learning walks to focus on the impact of the project</p> <p>Children and families to reflect on this experiences in the special books</p> <p>Staff feedback form specially devised surveys</p> <p>Half termly feedback sessions</p> <p>Childrens attendance to be monitored more closely during staff meeting time, impact that low attendance is tackled. All children with 90% attendance unless special circumstances.</p> <p>SSTEW scale evidence ECERs evidence ITERS evidence</p>
<p>The INSET in September involved staff working in mixed groups to review last years SDP. They worked in groups to review Tales Toolkit, Maths at Low Hall, Technology at Church Hill, trips and recycling. The team were very receptive to this and have since developed items further to reflect he discussion that they had. In the afternoon session we planned a variety of local trips and the creative planning to help children respond to these experiences as a whole staff team. Staff at both schools have started to implement this work and trips to the local Mosque, post office, hair dresser and Howard Road have commenced and are creating work inspire by the trips will be shared in staff meeting time and collated as evidence. Forest School has started at Low Hall and will begin after half term at Church Hill. Low Hall two year olds have been attending yoga sessions at Queens Road children and family centre. At Church Hill a practitioner comes every Tuesday and works with selected children including those who receive EYPP funding. Exec Head Teacher (EHT) is running training for LBWF systems leadership training on cultural capital based on the intent, implantation and impact of this whole FANS approach to extending childrens experiences so that all children achieve the best possible outcomes. We are now part of the West Walthamstow Partnership (WWP) with Willowfields Secondary School, Barncroft Primary School, Coppermill Primary School, Stoney Down Park Primary and Kelmscott Secondary School. EHT hopes to develop some arts practice with the two secondary schools based on this project.</p>				

Behaviour and attitudes	Our intent	Our implementation (who and how)	Timeline (when and how much)	Impact how will we measure this?
	<p>Tales Toolkit for resolution of conflict</p> <p>To embed further into play the language of Tales Toolkit to ensure children can resolve problems</p>	<p>Tales Toolkit to be promoted in play sessions with readily available story telling centres.</p> <p>Symbols to be in block play, role play, outdoor, small work areas.</p> <p>All staff to wear symbols to encourage the use of problem, solution</p> <p>Peer observation: can we see greater evidence of the TTK model in our settings?</p>	<p>Tales Toolkit discussed in INSET during SDP 18-19 review.</p> <p>Staff to be given symbols to wear on lanyards during INSET.</p> <p>More Tales Toolkit resources for both schools. »110 per setting.</p>	<p>SSTEW evidence</p> <p>ECERs evidence</p> <p>ITERS evidence</p> <p>PSED scales children to make at least 4 steps of progress in a year in these areas</p>

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In our review of Tales Toolkit SDP staff commented that they would like to continue using peer observations this year to develop this story telling method. All staff are now wearing the symbols on their lanyards and are beginning to use the symbols to respond to childrens play as well as planned sessions. All teaching staff will have target on their professional development record (PDR) connected to the use of the package in their learning. Staff have asked to observe Tales Toolkit lead teacher (TTLT) teaching using the materials and we have ensured that more resources are available, rather than locked away in a cupboard! TTLT and EHT will be reviewing the ECHERS in November and as part of this will look for evidence of this in reading. Tales toolkit will also feature as part of our reading strategy in our new SEF in November.

We will model the use of Tales Toolkit for conflict resolution, discussing a problem and a solution to develop in children co-operation and confidence in resolving difficulties. We will look for his in our learning walks within the SSTEW, ECERs, ITERS and School Effectiveness Adviser (SEA) learning walks.

Personal development	Our intent	Our implementation (who and how)	Time line (when and how much)	Impact how will we measure this?
	<p>To give children and families a stronger voice in their assessment collection reflecting upon the rich experiences promoted through FANS</p> <p>To develop parents courses to assist families with settling and home learning</p>	<p>Weekly coffee meeting with one key person after the first half term. Parents will be invited in to spend time with their child and reflect on their special book. During this session staff can record childrens voice as a reflection of their learning.</p> <p>Create a scaffold sheet for families to use to add to their books. Have available with special books.</p> <p>Parental voice in two year old review</p> <p>Attendance post card: Key person approach to positive attendance messages so that all children have the opportunity to rich experiences.</p> <p>Lullaby Project: Musician working with families to create own lullabies. INSET training January 2020, spring term 2020 implementation</p> <p>HENRY Parental course at Low Hall spring 2020</p> <p>Yoga at Church Hill (EYPP spend) Yoga at Low Hall FEEE 2 year olds Forest School Helen Richards both schools</p> <p>Mosaics at Church Hill (parental involvement)</p> <p>Wonder at 90 Low Hall</p> <p>Music Therapy sessions Diversity training Church Hill</p> <p>New assistant head (AHT) role?</p>	<p>From October 2109 after half term to ensure children are settled.</p> <p>Through staff meeting time before the initial meetings.</p> <p>New format created for September 2019 by LBWF to be used at both schools.</p> <p>»1000 from EYPP money for each school</p> <p>Free</p> <p>»900 Free</p> <p>»7400 (Borough of Culture and Ward funding) »7000 (Borough of Culture funding)</p> <p>TBC</p> <p>Consultation form September 2019 for post by half term. Saving of »22k approx. across the federation. Cost »43k</p>	<p>Families to have a greater say in childrens assessment ensuring that home learning is valued as much as learning that takes place in setting.</p> <p>Children to have a greater say in their Special Book entries, expressing emotional literacy around their learning and family experiences.</p> <p>Families to feedback from courses through feedback sessions and surveys.</p>

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We will be discussing this in November staff meetings, looking to create some response sheets for families to use as a response to their childs learning. We are awaiting the new framework from LBWF for the two year old progress check developed through moderation. This will have a key element of parent voice in response to the progress check. We are also developing our attendance post card for practitioners to pass on to parents so that families understand why it is vital to come to nursery very day in a positive way. We will continue to track attendance and add families that we are working on this issue with to our vulnerable childrens list in November.

This year we are spending some of our EYPP money on yoga at Church Hill and Forest School at Low Hall. In January 2020 we will commence a project trialled in Haringey, called the Lullaby Project. Musicians will work with families to create their own lullabies. Staff will have training on this project in the January 2020 INSET. We will be using our EYPP money to pay for this project. We were successful at fund raising through the borough of culture and ward funding for some arts project this year. Church Hill have had mosaics made by Artyface. We have created the Wonder at 90 Exhibition which was part of the E17 Art Trail 2019. We still have to finish this project off with some contemporary photographs by local Artists before December 2019. A former EYP from Low Hall is now trained as a music therapist and is applying for funding to carry out some sessions at both schools with children and families. EHT will update further on this project when more information is available.

Leadership and management	Our intent	Our implementation (who and how)	By when and how much	Impact how will we measure this?
	<p>To further develop FANS local training package particularly in the areas of SEND, basic early years skills, identifying learning opportunities in play, Ofsted readiness, transient art and outdoor learning.</p> <p>To develop staff training further through a monthly reflection point, based on further research into cultural capital trips</p> <p>To induct a new SENDco, ensuring best practice leading to both schools applying for SENIF funding.</p>	<p>SBM to cost days of EHT and teaching staff before creating offer.</p> <p>EHT to create expression of interest for LBWF EY team.</p> <p>Teachers running the courses to apply for Specialist Leads in Education (SLE) status</p> <p>SLT team to meet together to create training bank of ideas</p> <p>LBWF EY to advertise courses with agreed dates.</p>	<p>Completed 06.06.19</p> <p>EHT has contacted ELEYS, Davies Lane and St Marys Teaching Schools to find out information. (Completed June 19). Courses costed by LBWF. Schools will receive »350 half a day, »500 a day for implementation.</p> <p>EHT to go through application process with teachers willing to run training sessions.</p> <p>Cost: ELEYS to verify. SENIF funding underway in June 2019. Cost dependent on support needed. Reviewed after 6 month blocks.</p> <p>Training budget »250»300</p>	<p>Staff attending session to complete survey after courses.</p> <p>SLT and governing body to look for evidence in learning walks</p> <p>Actual numbers of courses attended over the year. What has been popular and meets the needs of the sector?</p> <p>Feedback from LBWF EY team</p> <p>Schools to receive funding through SENIF to ensure that high levels of support are put in place.</p>

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EHT is in the process of becoming an SLE (Specialist Leader in Education) with ELEYS in Newham. Through discussion with our contact in LBWF Early Years team, the Principal of St Marys Teaching School and the Head Teacher of Sheringham Nursery School and Children's Centre, it had been agreed that the EHT and possibly the full-time, cross-school teacher will become SLEs for Sheringham Teaching and Research School to widen the partnership we have further than the borough.

We have agreed with LBWF to run a number of courses from our outstanding setting Church Hill over the course of this year in SEND support, Cultural Capital and leaders recognising learning in play. EHT has also been running Transient Art training for the child minders and will also be running a session on this at the ELEYS conference in January 2020.

We continue to search for funding for the buildings at both schools to free up space to run sessions for staff, practitioners and families. A Parent Governor is assisting with this currently. We will be working together to write a business plan for the feasibility studies. EHT is looking into the cost of a fund raiser, recommend to us. This may (cost depending) allow Business Manager (BM) and EHT to pass on some of this work load and successfully raise the funds needed.