



School Improvement Plan 2017-2019

Our Vision: *Play Your Way to Success at RONEC*

Our Mission: A commitment to provide appropriate opportunities for young children to learn through play

Our Aims are to:

- Provide a fun, warm and welcoming environment
- Provide a safe and secure place to learn
- Learn from and share best practice with parents and carers
- Enable all children to be confident, independent learners and achieve their full potential
- Maintain an inclusive environment meeting the needs of all children
- Learn from and share quality practice across the Early Years sector.

	Headteacher: Alison Lentz	Assistant Head: Tim Hawley
Distinctive Character of the School	<ul style="list-style-type: none"> • RONEC combines a maintained nursery school (78 FTE) with provision for 30 hours and 2 year olds (24 places). It delivers the Early Years Foundation Stage with a strong emphasis on outdoor learning influenced by a Forest School approach. • The school is resourced for children with profound and multiple learning difficulties (6FTE) in addition to be funded for high needs children (9) and provides a differentiated and sensory approach to the EYFS curriculum. • RONEC serves a diverse multicultural community in East London with 33 ethnicities and 38 languages recorded in July 2017. • The SEND register indicates that by July 2017 25% of children are on the COP. • RONEC is located within an area characterised by lone parent families, unemployment, social/temporary housing and a high crime rate. We are the named school for the local traveller site. There are several up and coming housing developments alongside the redevelopment of the former Olympic Park. 	
Specific factors impacting o school this year	<ul style="list-style-type: none"> • LA's Best for All Inclusion Strategy includes: the increased use of EHCP, working closer together with HV's regarding 2 year checks, new funding arrangements. • Having piloted the 30 hours this is now available for all eligible families. • Continue to support local PVI settings through the LWL project • Staff restructure to include: 2 year old lead NN, a 2nd apprentice (SEND team) NN supported by the East London TSA, a new class teacher, SMT reorganisation. 	
Last OFTED inspection October 2013	<p>Most recent OFSTED inspection: Section 5 3.10.13 Jo Curd: GOOD /2 year old 21.07.14 Kathryn Falzon-Perera: GOOD</p> <ul style="list-style-type: none"> • Governors require improvement. They do not know the areas for development, including teaching and the impact of attendance on achievement, well enough to support and challenge leaders effectively. • Issues of low attendance have not been monitored fully. Patterns or trends have not been fully identified or addressed. • Teaching is not outstanding because leaders have not completed their revised policy on this and staff occasionally miss some opportunities to move learning on. 	

1.Main Priority

Introducing a 'planning in the moment' approach to our teaching to refocus staff input to capture the 'teachable moments' with children, reorganise resources to provide continuous provision, and to ensure that all children are able to access appropriate teaching to move forward in their learning.

Background

- The staff teams at RONEC have planned activities for each of the 4 classrooms and the garden with a medium term overview, weekly planning and daily adaptations. However, this approach has often meant significant learning opportunities have been missed as staff have been engaged with focus activities only
- In 2016/17 we used the ITERS and ECERS tools to audit our provision and discovered that many key experiences were not always available to children
- Moderation of children's Special Books indicated that in many cases only the key worker was contributing to the observations and sampling of work that guides assessment: this means valuable learning is not being recorded

Target for July 2018

To introduce a 'planning in the moment' approach across the nursery to refocus staff time and attention to interacting with the children and recording the impact of 'teachable moments' on the individual.

Success Criteria

- All children to have 1 focus sheet per term in their Special Books with observations from a cross section of nursery staff
- All parents to have met with their Key Worker following the focus week (1 x term)
- ITERS/ECERS audit tool to evaluate our environment as outstanding
- Monitoring of T&L to evaluate level of adult-involvement and inform performance management targets

Links to our Aims and Values

Enable all children to be confident, independent learners and achieve their full potential
Learn from and share quality practice across the Early Years sector.

Update February 2018

Update May 2018

Final Evaluation

2. Further Strengthening Leadership and Management

Grade: 1

Further strengthening Leadership and Management by equipping staff with the skills to share their expertise effectively with colleagues from within and beyond the school.

Background

As staff continue to build on their own knowledge and understanding there are increasing demands for us to share this expertise across and beyond the nursery:

- Staff have access to high quality INSET and a peer coaching approach to share this expertise across the staff team has proved highly successful in the past.
- RONEC has been a resourced provision for children with profound and multiple learning difficulties for 17 years and has developed an experienced and highly trained workforce making it an excellent choice to host Newham's SEND hub for early years.
- RONEC has worked with funded 2 year olds, including the most vulnerable children, throughout the last 5 years and staff have been trained in the importance of early language acquisition and the use of environmental rating scales to evaluate the quality of provision making it well placed to work together with local PVI settings to raise attainment across the sector.

Target for July 2018

To develop coaching as a tool for staff development and a way of working together with other early years settings.

Success Criteria

- Coaching conversations to be an integral part of Monitoring T & L and PM for all staff
- Coaching conversations to be an integral part of dissemination SEND expertise across the SEND Hub.
- Coaching conversations to be an integral part of working together across our local PVI network

Links to our Aims and Values

Provide a fun, warm and welcoming environment

Learn from and share quality practice across the Early Years sector.

Update February 2018

Update May 2018

Final Review

3. Further improving Teaching and Learning and Assessment

Grade: 1

Further improving Teaching, Learning and Assessment by supporting staff with specific areas that could easily be impacted by the introduction of a 'planning in the moment' approach – necessitating a move away from group work to a more individualised working

Background

As staff move over to using a more spontaneous approach (PIM) to teaching we must focus on:

- How we maintain outstanding progress in literacy: moving away from small group work to a much more individual approach whilst ensuring that phase one Letters and Sounds is delivered appropriate to the needs of the children.
- How we deliver additional support through the 'provision map' to minimise incidences of children being withdrawn from free play activities
- Using a more reliable tool to gather progress data to support effective moderation and ensure that the impact of the PIM approach is captured accurately

Target for July 2018

To be confident that a PIM approach has a positive impact on children's learning

Success Criteria

Progress data to indicate that the EYFS can be delivered effectively through a PIM approach with appropriate adaptations as necessary to ensure the needs of all learners are met.

Links to our Aims and Values

Provide a fun, warm and welcoming environment

Learn from and share best practice with parents and carers

Enable all children to be confident, independent learners and achieve their full potential

Maintain an inclusive environment meeting the needs of all children

Update February 2018

Update May 2018

Final Review

<p>4.Further Improving Personal Development, Behaviour and Welfare</p> <p>Grade: 1</p>	<p>Further improving personal development, behaviour and welfare by supporting children with ASC to be more independent within the setting</p> <p>Background A rapid increase in the number of children with ASC being admitted has necessitated a rethink in our support programme for children identified through the SEND Code of Practice. Where once we may have provided 1:1 support we are now more likely to look at focusing this to specific times thus encouraging all children to participate in free flow play. However, to support this independence staff need to teach children how to use visual aids.</p> <p>Target for July 2018 Staff to use visual aids routinely with all children identified through their individual Support Plan.</p> <p>Success Criteria All staff to be familiar with PECS symbols, visual timetables, objects of reference and feel confident to use these routinely to meet the needs of identified children. Identified children to respond to the use of visual aids and, thus, increase their independence skills. (shown in the progress data)</p> <p>Links to our Aims and Values Provide a fun, warm and welcoming environment Provide a safe and secure place to learn Enable all children to be confident, independent learners and achieve their full potential Maintain an inclusive environment meeting the needs of all children</p> <p>Update February 2018</p> <p>Update May 2018</p> <p>Final review</p>
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**5.Further
Improving
Outcomes for
Pupils**

Grade: 1

Further improving Outcomes for children by developing our engagement of parents

Background

RONEC has always run a variety of services to support the engagement of parents at different levels (Stay & Play, ESOL, Parents Workshops, Home Loan, Homework, Fun Days). Last year we targeted the parents of pupils in receipt of EYPP with varied outcomes indicating that children with low baseline attainment often had parents/carers who found engagement a struggle. Therefore, it is necessary to refocus our work to include families from the earliest possible time.

Target for July 2018

Parents of children about to enter 3 year old provision are already engaged in school life and children are ready to learn.

Success Criteria

Increase number of 'engaged parents' from 52% (2016/17)

Links to our Aims and Values

- Learn from and share best practice with parents and carers
- Enable all children to be confident, independent learners and achieve their full potential

Update February 2018

Update May 2018

Final Review

<p>6. 2 Year Old Provision</p>	<p>To improve attainment in 'speaking' by using the URLEY (Using Research to develop Language in the Early Years) approach.</p> <p>Background: Last year the area of 'speaking' was the lowest scoring area and also the area with the least amount of progress within the two year old data. This year we must focus on: How the environment is set up to encourage language. How staff model language to children. How staff develop children's confidence through a key worker approach.</p> <p>Target for July 2018 For children in Beech Group to begin to become happy confident talkers.</p> <p>Success Criteria To have raised progress and attainment scores in Beech Group based on previous years.</p> <p>Links to our Aims and Values Provide a fun, warm and welcoming environment Enable all children to be confident, independent learners and achieve their full potential Maintain an inclusive environment meeting the needs of all children</p> <p>Update February 2018 Update May 2018 Final Review</p>			
<p>Groups (As of 29.09.17)</p>	<p>Number on roll 3&4 year olds: 61 (Including 14 in FT places) 2 year olds: 30</p>	<p>SEN Resourced Provision : 5 (FT) High Needs : 9 places SEND: 8 Total: 22 24 %</p>	<p>EAL %</p>	<p>EYPP %</p>

Plan 1. Introducing a ‘planning in the moment’ approach to our teaching to refocus staff input to capture the ‘teachable moments’ with children, reorganise resources to provide continuous provision, and to ensure that all children are able to access appropriate teaching to move forward in their learning.

Actions	Staff lead	Budget	Timescale	Monitoring through	Evaluation questions
Key staff to attend PIM training	MP		5.09.17	Monitoring T&L cycle	Did INSET support staff to roll out PIM?
All staff to support implementation	MP/AL		3 T&L cycles	Walk through observations of staff involvement	Are the majority of staff always engaged in children’s learning?
SMT to identify areas for devpt through staff PM	SMT		Annual cycle	Performance Management	Are staff clear on implementing and capturing ‘teachable moments’? Are staff able to review/reflect on their teaching?
ITERS/ECERS audit	MP		Autumn 2	SMT meeting	Are staff able to act on feedback given to improve the learning environment?
Moderation of children’s records	TH		3 per year	SMT meeting	Do the special books reflect teaching? Are they capturing all areas of the curriculum? Do they inform the pupil tracker? What is the impact on progress data?

Plan2. Further strengthening Leadership and Management by equipping staff with the skills to share their expertise effectively with colleagues from within and beyond the school.

Actions	Staff lead	Budget	Timescale	Monitoring through	Evaluation questions
Identified staff to attend Coaching Skills INSET with Trevor Folley and experience being coached	AL		Autumn 2017	PM	Have staff put coaching skills into practice to support colleagues (both within and beyond the nursery)?
Presentation to whole staff team	AL		January 2018/July 2018	Observation on delivery	Do staff appreciate how coaching conversations can provide immediate staff training?
SMT, the Area SENCo Team and the LWL Network team to use coaching conversations in PM meetings/ feedback sessions/ support sessions	AL		3 rounds	Feedback from SMT members	Do staff appreciate how coaching conversations can provide immediate staff training? Do staff understand how much knowledge they have to share? Is sharing knowledge in this way easier than delivering/ receiving INSET?

Plan3. Further improving Teaching, Learning and Assessment by supporting staff with specific areas that could easily be impacted by the introduction of a ‘planning in the moment’ approach – necessitating a move away from group work to a more individualised working

Actions	Staff lead	Budget	Timescale	Monitoring through	Evaluation questions
Deliver staff INSET on Letters and Sounds	MP		Autumn	Moderation of Special Books/ Pupil tracker (SMT/Whole staff)	Do staff make best use of incidental opportunities to engage children with books, learn about sounds, begin to make connections?
Review Provision Map with regard to PIM	MP		Autumn	SMT meetings	Which activities can be delivered within the free flow nursery session and which need to be in small groups?
Use Insight for progress data collection	TH		Termly	Moderation of data (SMT)	Does the tracker capture progress with accuracy?

Plan 4. Further improving personal development, behaviour and welfare by supporting children with ASC to be more independent within the setting

Actions	Staff lead	Budget	Timescale	Monitoring through	Evaluation questions
Staff INSET re visual aids for children with ASC	MP		Termly	Monitoring of T&L	Are children with ASC able to access learning opportunities independently?
Making and using appropriate resources	SMT		As required	PM and Special Books	Do staff know what visual aids/resources to use to support communication in their key child?

Plan 5. Further improving Outcomes for children by developing our engagement of parents

Actions	Staff lead	Budget	Timescale	Monitoring through	Evaluation questions
Use Stay & Play sessions to reach families through short information workshops	CM With FSW from RCCC		Start Autumn 2017	SMT review of session plan/attendance	Are parents interested in what we are offering?
Run workshops for parents: Literacy, Safeguarding,	TH		2 x term	SMT review of session plan/ attendance	Are parents interested in what we are offering?
Introduce 'Out and About' sessions: staff to accompany parents/ carers and their children to places of interest within the local community	MB		Every Tuesday	MB to report to SMT each half term	Have parents been able to access these places independently as a result of this intervention?
Out and About to focus on Beech Group for a 6 week block	MB/TH		Every Tuesday	MB to report to SMT each half term	Does targeting the parents of 2 year olds engage them into nursery school life?

Plan 6. To improve attainment in 'speaking' by using the URLEY (Using Research to develop Language in the Early Years) approach.

Actions	Staff lead	Budget	Timescale	Monitoring through	Evaluation questions
Senior NN to lead 2 year old provision	AL		9.10.17	Governors agreement Monitoring T&L PM Progress data	Does having an identified lead in the provision help to embed skills to develop children's speaking?
INSET for SNN and a linked setting re URLEY	TM	£1,000 paid by (LWL)	5 sessions	Monitoring T&L PM	Is the SNN able to apply what she has learnt in her own practice? Is learning together of mutual benefit?
Sharing skills across settings	TM	£4,000 paid by (LWL)		LWL project meetings (MP)	Are other settings engaging with us through this project?