

**THE BIRMINGHAM FEDERATION OF MAINTAINED NURSERY SCHOOLS**

*Allens Craft Nursery School*

*Kings Norton Nursery School*

*Lillian De Lissa Nursery School*

*Adderley Nursery School*

*Jakeman Nursery School*

*Selly Oak Nursery School*

*St Thomas Centre Nursery School*

*Gracelands Nursery School*

*Shenley Fields Nursery School*

*Weoley Castle Nursery School*

*Newtown Nursery School*

*Highfield Nursery School*

# Cluster Improvement Plan 2020-2021

**Adderley Nursery School**

**Gracelands Nursery School**

**Highfield Nursery School**

The Birmingham Federation of Maintained Nursery Schools follow the policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Partnership (BSCP) which includes the Government's Prevent Strategy.

DATE \_\_\_\_\_

SIGNED \_\_\_\_\_

**Chair of Local Committee**

**Chair of Governors**

PRINT NAME \_\_\_\_\_

## **Why do we need a School Improvement Plan?**

The School Improvement Plan is the main driver for whole school improvement. The purpose of the School Improvement Plan is to identify key areas for school improvement over the coming year and to outline the action to be taken in key areas. The school budget is linked to the priorities in the School Improvement Plan. A constant drive to improve has given rise to the priorities outlined in this plan. It contains the improvements and developments the school has set for the year. These are set following the analysis of

- The previous year's data
- Government/National and local Authority initiatives and priorities
- Monitoring and self-evaluation by the leadership team together with feedback from stakeholders including staff, governors, parents and children.

School Improvement Planning is a continuous process. Consequently, this is an organic document outlining our goals and current plans.

The plan sets out how we aim to raise overall school standards, individual pupil achievement and place staff development at the heart of the school's improvement.

2019-2020 School improvement year severely disrupted by COVID 19 from March 2020-July 2020 with National school lock-down between March – June 2020.

2020-2021 The school improvement plan sees a continuation of some strands from 2019-2020 but also a response from COVID 19 lock-down with an increased emphasis on safety, health and well-being, access to home learning and the development of communication skills. As the schools share leadership and resourcing this year sees the schools align curriculum development all be it with each school at different stages of development.

## **Mission statement**

United Nations Convention on the Rights of the Child - Article 29

Adderley Nursery School - A place to create and learn, connect and belong

Gracelands Nursery School - Sowing the seeds of lifelong learning.

Highfield Nursery School - A place to discover, imagine, learn and grow

Our aim is to create a relationship centred learning community through:

- creating a safe, warm, welcoming, inclusive environment
- valuing the uniqueness of every citizen
- listening to the voices of the families who attend the school and respond in a fair and equitable manner
- enabling children and families to build upon their strengths
- providing a stimulating, enabling learning environment
- developing a positive emotional climate
- engaging with other agencies to ensure a holistic approach in our work

## **Shared Values**

The schools are in the process of developing a set of shared values with a common purpose (See SIP Leadership target)

Our cluster of schools is committed to safeguarding and promoting the well-being of all children and expects our staff, volunteers and parents to share this commitment.

## **British Values**

We are Rights Respecting Schools and we value all of our children and families. We celebrate our rich cultural and religious diversity and promote mutual respect. We are an inclusive setting and our ethos and curriculum enables children to be independent learners-making choices and building strong relationships particularly with their peers. We encourage this by structuring the environment and timetable to enable individual, paired, small and large group activity. We have certain rules that children and adults must follow for example; have kind hands, say kind words and mobile phones only in designated areas. This enables a safe learning environment. All of these form our framework for promoting British values-democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faith and beliefs.

Cluster School Improvement Plan

## Quality of Education

*Rights of a Child: Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.*

Task <i>Intent</i>	Action <i>Implementation</i>	Success Criteria <i>Impact</i>	Timescale	Resources and Budget	Budget Code	Lead Person and Support
1.1 Curriculum offer  Develop a robust Observation-Planning – Assessment cycle across the cluster that meets the learning needs of needs of all children and especially the most disadvantaged.	Introduce a framework for reflective dialogue for practitioners & teachers to plan, do, review. Stream line planning processes & reduce workload by use of whiteboards for children's curriculum interest recording across cluster for planning in the moment. Introduction of Target Tracker for summative assessment across the cluster to support moderation.	The curriculum meets the interests, needs & engages individual children & groups and that it captures skills and progress of individuals & different groups (More able, EAL, SEND, boys, less able, EYPP, ethnic groups, vulnerable children), Two year old checks.  Extended SLT monitors the cycle - quality of education  One observation & assessment system in place across the cluster so SLT uses same assessment language & processes to ensure accurate moderation.	Autumn Term 2020 onwards	Planning meetings for teaching staff and lead teachers  Artist to support creative curriculum across the schools  CPD for staff to support quality assessment record	Artist £200 x 1 day per week Forest schools leader £264 per day Target Tracker purchase across cluster HNS £211 ANS £132 GNS £132 Purchase of Tapestry GNS £300 approx	EHT  DHTs  Teaching team

	Introduce Tapestry observation assessment tool across cluster	Cohort needs identified & plan in place.				
1.2 Families are able to access a home learning offer ensuring access to support children's learning  Develop content for a home learning offer content for Home learning – website, newsletters. Physical resources. Social media – face book, Instagram, twitter/Tapestry	Learning in schools will be visible across the 3 schools through weekly upload of photographs onto Website Curriculum- Gallery COVID 19 Promotion of platforms to parents. Parents are supported to access website app & Tapestry log in to access digital information. Physical resources for parents without access to platforms	Privacy notices & consents completed Increase in number of parents accessing platforms (Tapestry/ website Social media – ANS- Twitter & facebook GNS – facebook & Instagram HNS – facebook & instagram Strong PSED content to support well-being. Practitioner video clip library – eg stories Family support signposting Art packs Support parent access to the tool to record home learning on Tapestry.	Sep 2020 onwards	Time to plan.  Liaison with School Life	Tapestry costs GNS  Purchase of resources for home learning (£1000)	EHT  SLT  Teachers  SBMs  Admin team
1.3 Accelerating progress in the Communication and Language development of <b>all</b> children through	Whole groups, small groups & 1-1 interventions  WellComm/ Attention Autism/ Talking Time	Level of intervention is matched to individual & group need Listening environment is maintained	Sep 2020 onwards	Time for  1.1 personalised target work.	Artist £200 per fortnight  Group VERP 3-6 sessions of 2 hours (£360- £720)	SENDCO  EHT

<p>universal and targeted interventions to meet all children’s communication needs through high quality interactions</p>	<p>Artist in residence supporting creative curriculum - problem solving</p> <p>Planning vocabulary and questions and linked to reading stories CPD planned to focus on improving staff interactions to promote extension through - Sustained Shared thinking, questioning,</p> <p>Cycles of VERP (a strengths-based method of professional development which enables practitioners to closely engage in their practice.</p> <p>Differentiated child initiated curriculum.</p>	<p>Multi-purpose spaces are developed taking into regard sensory needs (over/under stimulation) Spaces accessed so that 1-1 and small group work is undertaken regularly All teaching at least good during lesson observations and learning walks. Teaching is at least good and with an increasing amount of outstanding interactions with high levels of attunement. Staff using self-enquiry as a tool to develop self- awareness and strengths and focus on improving their interactions with children. Monitoring observations show that staff interactions are maximising learning Increase episodes of sustained shared thinking and extension of children’s learning from practitioners. Creation of practitioner portfolio of edited video clips of “better than usual” communication between</p>		<p>DHTs trained as Elkan leads in District (Hodge Hill and Hall Green)</p> <p>EHT on Nursery School Head Teacher SEN focus group</p> <p>SENDSCO attends LA Multi-agency SEN planning meetings</p> <p>CPD LA main priority CLL need.</p> <p>ANS+GNS to start VERP cycle 1</p> <p>HNS to start VERP cycle 3</p>		<p>Note – Pause on VERP due to COVID 19</p>
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	<p>SENDCO leads practice by modelling Attention Autism</p> <p>Support for parent project/workshops</p> <p>Early words together National Literacy Trust (digital)</p>	<p>practitioner &amp; child as the basis of a reflective dialogue about how to improve the interaction. It is a relationship-based intervention which helps professionals become more sensitive and attuned to their interaction partner's emotional needs, which in turn helps them to meet their goal Staff know how to support thinking skills - Open and closed questions Visual timetable &amp; objects of reference system in place Accessed by children aged 2+3 where communication, language and literacy development is lower than expected OR parent is looking for help</p>		<p>Planning time</p>		<p>NQTs lead – SLT supported</p>
<p>1.4 Improving children's progress in mathematics &amp; literacy within play based experiences - open-ended continuous provision zones and recycled</p>	<p>Extend the reading environment embed books/reading across all areas of the curriculum. Support home learning.</p>	<p>Children develop their competencies in mathematics by learning how to recognise and develop early reading &amp; mark-making skills in their play.</p>	<p>1 year</p>	<p>Overlap with Health for Life</p>	<p>Artist £200 per fortnight</p> <p>External CPD on mark-making and maths skills (£800) Jan 2021</p>	<p>EHT</p> <p>DHT</p> <p>Teachers</p>



2012-2021 Cluster SIP Cluster 23 October 2020

materials indoors & outdoors	<p>Fixing and attaching resources.</p> <p>Ensure mark making opportunities indoors &amp; outdoors (clip boards)</p> <p>Vegetable garden/ Greenhouse – growing cycles</p>	<p>Children routinely have the opportunity to see early reading behaviours modelled by adults, write numbers &amp; to develop early mark-making skills. The learning environment is mathematically stimulating with environmental print that promotes numerals &amp; mathematical recordings. The learning environment has resources accessible to children that promotes mathematical mark-making.</p>			Purchase of books for home learning and school library (£3000)	
Monitoring		Evaluation			Reporting	
1.1 EHT		Monitoring observations			Governors, Parents/carers, Staff team	
1.2 EHT		Planning docs			Governors, Parents/carers, Staff team	
1.3 EHT		Monitoring observations			Governors, Parents/carers , staff team	
1.4 EHT		Monitoring observations			Governors, Parents/carers , staff team	
Task		Success Criteria			Time allocation/Budget	
Year 2 This is really difficult as our future budgets are un known due to the Early Years Review						
Year 3 This is really difficult as our future budgets are un known due to the Early Years Review						

## Behaviour and Attitudes

*Rights of a Child: Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life*

Task <i>Intent</i>	Action <i>Implementation</i>	Success Criteria <i>Impact</i>	Timescale	Resources and Budget	Budget Code	Lead Person and Support
2.1 Post COVID 19 lockdown – a school culture & curriculum to support the well-being of children (PSED) & staff	<p>COVID 19 dynamic RA in place to ensure COVID secure workplace &amp; setting</p> <p>Embed electronic recording system My Concern and Policy Central system. Review recording with staff following re COVID 19 impact on families Annual Sec 175 audit</p> <p>Federation Health &amp; well-being policy Introduce peer leadership support groups</p>	<p>Robust safeguarding procedures are maintained that begins with early help. Continuous programme of training to meet welfare needs</p> <p>Additional COVID 19 control measure and infection control policies</p> <p>All classroom staff trained -staff confident in growing medical needs of school cohort and children with SEND.</p> <p>Early help at point of identified need. Information accessible by staff to support well-being</p> <p>Cluster SLT, Extended Cluster SLT virtual, NQTS,</p>	2020-2021	<p>Cost of additional cleaning &amp; PPE</p> <p>Support access to COVID 19 testing for staff &amp; children</p> <p>Welfare contact during isolation periods</p> <p>Sep 2020</p> <p>2020-2021</p> <p>Named Mental health champion and</p> <p>Policy – Sep 2020</p>	<p>CPD £8000 pa</p> <p>Family welfare</p>	<p>Governors/EHTs/SLT</p> <p>DHTs + Teaching staff</p> <p>SBMs</p> <p>Forest school &amp; outdoor learning lead across the 3 schools</p> <p>EHT DHTs, SBMs SENDCO</p> <p>Governor visit</p> <p>External/internal Single Central record audit</p>

	<p>COVID 19 Early help assessment pre entry for children &amp; families</p> <p>Increase in outdoor play provision and nature play.</p> <p>Work towards becoming a Trauma-informed setting</p> <p>Ensure positive attitudes to learning and continuity of learning for children and support for parents post COVID 19 lockdown</p> <p>Build home learning content through internet platforms &amp; physical resources</p> <p>Links made with Leuven scales of Involvement and Wellbeing</p>	<p>support staff (group &amp; 1-1 supervision support) 1-1 RAs</p> <p>Individual and collective resilience, recovery and healing following the COVID-19 pandemic.</p> <p>Staff understand the impact of trauma and Adverse Childhood Experiences (ACEs). Staff to apply trauma and attachment aware strategies in school, which are based upon current and up to date theory and research. Staff to use Emotion Coaching (an evidence-based universal approach towards responding to children's emotions and developing self regulation skills). School is aware of children and parents access to internet and devices and ensures support for home learning when children are unable to attend school.</p> <p>Attending schools is promoted through marketing &amp; parent contact</p>		<p>Training costs of Mental health first aiders</p> <p>Training Costs £3000</p> <p>Safeguarding/medical needs training all staff ACES Sep 2020 £800</p> <p>First aid (PFA/FAIW)</p> <p>DSL refresher</p> <p>Whole staff Prevent</p> <p>Termly DSL supervision</p> <p>Whole staff Trauma Informed webinar training from EP services Nov 2020</p>		
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2012-2021 Cluster SIP Cluster 23 October 2020

		On-line learning workshops – Early Words Together for parents.				
2.2 Improve PSED and well-being	Introduce mindfulness into the curriculum	Mindfulness is planned for in the curriculum and children are introduced to various activities and self-help techniques to support learning	2 years	1 day mindfulness course £100 attended Summer T3.1 2019  Whole cluster training 14 Feb 2020. Resourcing purchased 2020	N/A	SENDCO
Monitoring		Evaluation		Reporting		
2.1 EHT+ SENDCO		Feedback from staff, impact from attendance figures		Governors,		
2.2 EHT+ SENDCO		Feedback from staff , impact on environment		Governors,		
Task		Success Criteria		Time allocation/Budget		
Year 2 This is really difficult as our future budgets are un known due to the Early Years Review						
Year 3 This is really difficult as our future budgets are un known due to the Early Years Review						

## Personal Development

*Rights of a Child: Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.*

Task <i>Intent</i>	Action <i>Implementation</i>	Success Criteria <i>Impact</i>	Timescale	Resources and Budget	Budget Code	Lead Person and Support
3.1 Work towards the LA Health for Life Award	Audit, action plan & external assessment - Foci - Growing Food, Physical activity, Healthy Eating and Cooking, working with families  -INSET for staff team.  -Workshops for parents	-Training day attended  -Identified area  •Growing food  •Physical activity  •Healthy eating and cooking  -Parent/ carer involvement  -Workshops in place  -Embedded in performance management cycle for all staff	2019-2021  2 year roll out  ANS+GNS year 2  HNS start Jan 2021	Time Allocation for teaching staff and lead teachers  £1000 grant	None	DHTs & teaching team
3.2 Work towards Rights Respecting Schools Award	The UNICEF Rights Respecting Schools articles are threaded through the life of the school with a particular	The curriculum and schools daily routine equips children to be responsible, respectful, active citizens who contribute positively to society	Sep 2020 onwards	Cost of award accreditation/training  ANS –training on RRS		SLT

2012-2021 Cluster SIP Cluster 23 October 2020

	<p>focus on education, safety &amp; health</p> <p>The observation-planning-assessment cycle promotes learning about children’s rights.</p> <p>The language of rights are promoted and used by children</p>	<p>Children develop their understanding of identity and fundamental British values</p> <p>Diversity.</p> <p>Identity flag display (RRSA)</p> <p>British Values-What does this look like at our school.</p> <p>Safeguarding display</p>		<p>HNS – embed into observation-planning-assessment cycle</p> <p>GNS – gold accreditation delayed due to COVID 19. Embed &amp; re-schedule 2021.</p>		
Monitoring		Evaluation		Reporting		
3.1 Governors + EHT		Planning		Governors		
3.2 Governors +EHT		Certificates		Governors		
Task		Success Criteria		Time allocation/Budget		
Year 2 This is really difficult as our future budgets are un known due to the Early Years Review						
Year 3 This is really difficult as our future budgets are un known due to the Early Years Review						

## Leadership and Management

*Rights of a Child: Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.*

Task <i>Intent</i>	Action <i>Implementation</i>	Success Criteria <i>Impact</i>	Timescale	Resources and Budget	Budget Code	Lead Person and Support
4.1 To develop the role of Governors in the new Birmingham Federation of Maintained Nursery Schools Governing Body particularly within the Local Committee.	<p>Range of governors based on skill and experience.</p> <p>Effective timetable in place for local committee.</p> <p>Training available for new governors to enable better understanding of the role.</p> <p>Governor visits/virtual meetings promoted.- Subcommittee for projects involvement promoted. -Tighter communication between clerking service between full board and local committee.</p> <p>Visit proforma used or visits/meetings.</p>	<p>Local committee meeting quorate.</p> <p>Governors knowledge of the schools and role increased through monitoring (Safeguarding, SEND &amp; Curriculum link governors &amp; SLT)</p> <p>Questioning (challenge and support) in a greater depth in meetings. Clear in minutes.</p> <p>Dissemination of knowledge and skill shared with each other at local committee.</p> <p>Local committee minutes sent within a given time</p>	September 2020- July 2021	<p>Governor time allocation</p> <p>Budget for governor training</p> <p>Clerking services</p> <p>BCC S&amp;GS 2020-2021 virtual training package £400 per board.</p> <p>NGA Learning Links £150 per board</p>	Governor training cost centre £3000	<p>Sharon Lewis</p> <p>DHTs (Curriculum &amp; Pedagogy) leads</p> <p>SBMs (Finance &amp; policies)</p> <p>Named governors: Curriculum</p> <p>SEND</p> <p>LAC/PLAC</p> <p>Safeguarding</p> <p>With support from SIPS clerking service.</p>

	<p>One format for report templates across schools</p> <p>Cycle of review for Federation Policies &amp; development of shared cluster policies &amp; approval</p> <p>Robust Terms of Reference for Scrutiny Committees Curriculum Pedagogy &amp; Finance</p> <p>Development of EHT feedback to FGB representing all schools</p>	<p>frame to full governing board.</p> <p>Governors have knowledge of all the schools in the federation.</p> <p>Cluster aligned recording templates and headline statements.</p>				
<p>4.2</p> <p>Develop the Federation model in each school &amp; across the cluster</p>	<p>Federation Strategic leadership team (EHTS + SBM) to meet regularly to drive Federation improvement.</p> <p>Cluster Extended Leadership team to develop a set of shared values and common purpose</p> <p>Develop cluster shared CPD plan</p>	<p>Shared vision at Federation &amp; cluster level</p> <p>Aligned and developed shared systems, procedures &amp; paperwork in place at Federation &amp; cluster level.</p> <p>Increasingly shared procurement to reduce costs at Federation &amp; Cluster level -</p> <p>Finance/HR/ICT/Stat testing/other services</p>	<p>September 2020-July 2021</p>	<p>Time -</p> <p>Framework for reflective dialogue for different groups</p> <p>Strategic group meets fortnightly</p> <p>Cluster SLT virtual meetings</p>	<p>Cluster CPD £8000 (financial year)</p> <p>SIMMS £5000</p>	<p>EHTs</p> <p>Fed SBM</p> <p>Cluster SLT + Teaching team</p>



	<p>ICT operating systems &amp; software</p> <ul style="list-style-type: none"> <li>• My Concern</li> <li>• Target Tracker</li> <li>• SIMMS</li> </ul> <p>Federation website content development</p>	<p>Shared CPD at Federation level &amp; cluster level</p>				
<p>4.3 Continue to strengthen the quality of teaching and learning through reflective framework of support and mentoring for colleagues new to leadership roles in school focusing on pedagogy and sharing expertise across the 3 schools</p> <p>New roles (DHT HNS) (CLUSTER SENDCO) (3 x NQTs)</p>	<p>All staff access termly professional discussion</p> <p>Staff work within school, local &amp; national policy frameworks</p> <p>Induction support for new staff</p>	<p>Leaders have smooth transitions to new roles and are increasingly effective impacting on the quality of education for children.</p> <p>Developing understanding of ethos &amp; practice</p> <p>All staff understand strengths and areas for development</p> <p>Expertise shared across schools –</p> <p>DHT, SEND, Forest School, redeployed support staff, SBMs</p>	<p>1 year</p>	<p>Supervision 1-1 internal</p> <p>External supervision 1-1 SLT</p> <p>NQT approved induction programme</p> <p>Peer support groups – Cluster NQTs</p> <p>Cluster SLT</p> <p>Federation SENDCO</p> <p>Cluster Extended leadership groups</p> <p>Cluster admin group</p>	<p>CPD/School Improvement</p>	<p>EHT</p> <p>EP AS</p> <p>Teacher leadership across cluster (Outside learning + forest school)</p>

Re-deployed support staff		Early Years networks attend leadership training to support CL.				
4.3 Ensure sustainability through increasing income/reducing costs, marketing and sharing resources at Cluster level.	<p>Marketing &amp; Branding</p> <p>Logo – Use the new logos within branding guidelines &amp; transfer onto marketing material</p> <p>Develop the content of the new websites (August 2020) ensuing compliance. Develop shared content of newsletters</p> <p>Purchase new site signage.</p> <p>Complete the design of the school leaflets &amp; distribute within 1 mile radius through Royal Mail termly.</p> <p>Develop content for social media platforms (facebook/Instagram/twitter)</p> <p>Review staffing structure across the 3 schools &amp;</p>	<p>Permanent one senior shared leadership staffing structure across the 3 schools in place aligned to agreed Federation structure</p> <p>In-year balanced budgets set for individual schools April 2021</p> <p>Deficit repayment plan in place/ Carry forward balance analysis plan in place</p> <p>SLAs in place for shared site service users/suppliers/temporary redeployed staff to secure service and income</p> <p>Marketing &amp; branding cycle in place for the year.</p> <p>Pupil numbers increasing for Spring /Summer/Autumn term</p>	Summer 2021	<p>Individual school re-structure business case development</p> <p>Scheduled Informal/formal consultation with staff/union by EHT</p> <p>Meetings with Human Relations/Employee Relations.</p> <p>Governor time allocation.</p> <p>Governor redundancy committee</p> <p>Time for website &amp; social media content development</p> <p>Time and cost for marketing (signage flyers and posters).</p>	Marketing budget (£20, 000)	<p>EHT</p> <p>SBM/OMs</p> <p>DRB Finance</p> <p>School Life website manager</p> <p>SLT +Teaching team (Curriculum content)</p>

	<p>create opportunities within local cluster for sharing staff resourcing.</p> <p>Begin process of staffing restructure within schools – admin/business function</p>	<p>Increased staffing stability across the cluster by reduction in in agency staff &amp; increase in temporary/permanent re-deployment of staff cross Federation cluster.</p> <p>Increased shared procurement to reduce costs</p> <p>Available space is let out and an income secured.</p> <p>Income from District Early Years Network leadership</p>					
Monitoring		Evaluation			Reporting		
4.1 EHT/SBMs		Visit Forms. Governing Board Minutes			Governing Board/ Local committee		
4.2 EHT/SBMs		Staff feedback			Governing Board		
4.3 EHT/SBMs		Feedback from staff, Governors			Governing Board		
Task		Success Criteria			Time allocation/Budget		
Year 2 This is really difficult as our future budgets are un known due to the Early Years Review							
Year 3 This is really difficult as our future budgets are un known due to the Early Years Review							