

WEST EARLHAM INFANT & NURSERY SCHOOL –SIDP 2019/20

Context

West Earlham Infant and Nursery is a 2 form entry school, with a larger than average nursery, accommodating funded 2 and 3 year olds for 15 hours a week. The nursery is organised into 3 classes; Saplings funded 3s (maintained nursery class) Seedlings funded 3s and depending on numbers funded 2s (PVI) and Conkers funded 2s (PVI) The 60 reception children are divided into 3 classes of 20, with children in year 1 in 2 classes of 30 and children in year 2 in 2 classes of 30.

The Head Teacher is supported by the Deputy Head Teacher (non-class based) who is also the EYFS Lead and SENCo and the Key Stage 1 Lead who is also a year 2 teacher.

The school is located in the NR5 area of Norwich known by Children's Services, Norfolk police and other stakeholders/groups to have a significantly high number of families affected by the 'Toxic Trio' (domestic abuse, substance abuse and mental health issues). Operation Encompass, cites the city area as having significantly higher number of reported cases compared with our statistical neighbours (Great Yarmouth and Kings Lynn) The school location deprivation indicator is in quintile 5 (most deprived) of all schools and the pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

97.2% pupils fall in the lower quartile of neighbourhoods with 68% of pupils living in the poorest tenth of all postcode rank (Deprivation indicator -80th percentile) The local Health Centre reported in 2017 that the average life expectancy for a non-disabled man living in the NR5 district was just 57 years.

The majority of children attend our nursery, although depending on their birthday and whether they are eligible for 2 year funding, they may have as many as 8 terms in our nursery or as few as 3 terms. Approximately 25% of children in reception have not attended our nursery, although the majority have been at other settings.

Children's starting points are significantly lower than average on entry to nursery and reception, particularly in Communication & Language and Personal, Social & Emotional Development (WELLCOMM SLC) and Early Excellence Assessment Tracker (EExAt), although they make very good progress, during their time at WEINS.

September 2019	Number of pupils	% of pupils	National %	School compared with national average
Total pupils main school	174	-		
Boys main school	86 (119 incl nursery)	49.5%		
Girls main school	88 (130 incl nursery)	50.5%		
Disadvantaged (PP Ever6,)	61	35%	26%?	
LAC/ SGO	3	2%		
SEND Support (including nursery)	40	16%	11.9%	
EHCP (including nursery)	0	0	3.1%	
EAL (including nursery)				
CIN/ CP (including nursery)	4	2%		
FSP (including nursery)	16	6%		
Summer Born Funded 3s	25	45%		
Summer Born Reception	23			
Summer Born Year 1	27			
Summer Born Year 2	24			
Total number of Funded 3s	56			
Total number of Funded 2s	19			
Early Years Pupil Premium	Not known at present			

OFSTED Actions Oct 2017: Ensure that teachers provide more opportunities for children to develop and improve their writing skills in the early years so that more children achieve the national expectation at the end of Reception.

To sustain:

- Teaching specific vocabulary through the Word Aware programme – Emma Cane to attend training as Word Aware trainer (July 19) All staff to attend WA refresher training in autumn
- Supporting children who are struggling to learn to read with the RWI programme by using FFT Wave 3 Reading Intervention
- To continue to develop children’s pleasure in reading through the ‘Reading to Pleasure’ approach led by HD
- To embed mathematical problem solving into everyday activities and routines eg Time Team, Snack cafe, Water measuring
- To develop relationships with families of pre-nursery children and support their understanding of the importance of early interaction and attachment through playful activities using weekly Pat a Cake sessions
- Health – to sustain ‘Get Moving to support children and families to adopt healthier lifestyles’

PRIORITY 1 – LEADERSHIP AND MANAGEMENT - To develop and embed the role of middle/senior leaders and subject leaders in core and foundation subjects

AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
1.1 Subject Leaders understand their roles and responsibilities to maintain and develop highly effective teaching and learning	Staff meetings on understanding role of subject leadership and responsibilities – <ul style="list-style-type: none"> • Subject leaders to lead staff meetings according to subject focus • Review mission statements for 	Subject Leaders supported by SLT	Internal cover for subject leadership time at least 1 am once a half term E09 History & Geography CPD £170 x2 ICT CPD £180	Subject leaders to identify clear targets for improvement in their subjects and share these with colleagues. Revised mission (intent) statement and progression documents in subjects completed (core subjects initially and over time all foundation subjects)	Internal data Pupil Progress Meetings Discussion with children Book Looks HT DHT and

	<p>core and foundation stage subjects 'At the end of Yr2...will be able to'</p> <ul style="list-style-type: none"> • Audit, including data analysis for subject • Action Plan written • Progression document for subjects developed in collaboration with staff 			<p>Effective teaching and learning of subject ensures children make good progress</p>	<p>Governor</p> <p>A Keen VNET consultant 'deep dive' in subject tbc summer term</p>
<p>1.2 To develop the skills, knowledge and behaviours that are needed to be a high-performing senior/middle leader in schools</p>	<p>Experienced staff to undertake NPQSL training to support their understanding of the 7 Leadership behaviours</p> <ul style="list-style-type: none"> • Commitment • Collaboration • Personal drive • Resilience • Awareness • Integrity • Respect 	<p>CR HD AWo LG</p>	<p>Cost of supply cover once a term E02</p> <p>Plus internal cover</p>	<p>Staff completing the NPQSL will have the knowledge and skills to support the Head Teacher with</p> <ul style="list-style-type: none"> • Strategy & improvement • Teaching & curriculum excellence • Leading with impact • Working in partnership • Managing resources and risk • Increasing capability 	<p>Completion of NPQSL</p>

PRIORITY 2 – LEADERSHIP AND MANAGEMENT – To further engage families/carers positively to support their children’s education and learning					
AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
2.1 To build upon the ‘cafe approach’ for families with a focus on learning	Whole Staff team to attend ‘Cafes for all’ training 14.11.19 JH to attend SENDCo cafe training 1.10.19 Visits to Mile Cross Primary to see Cafe approach delivered	All staff EYFS and KS1 JH HD	E09 £300 for whole school Staff meeting 14.11.19	All staff have an understanding of the principles and aims of the ‘cafe approach’ to support families with their child’s learning Cafes for All School Working Practice SWP in place	Monitored by SLT and governor
2.2 KS1 & EYFS Teachers/Room Leaders to plan and deliver ‘Cafes for all’ half termly	Staff meeting and directed time to plan	EYFS and KS1 Teachers and room Leaders	In school cover to visit Mile Cross Primary school E32 £800 allocated for refreshments and resources	The number of families, including PP families attending ‘cafes’ will increase over the year. Families will develop more understanding about how children learn and enjoy supporting them.	Attendance at cafes (evaluation sheets) Monitored by JH SM and governor

PRIORITY 3 – LEADERSHIP AND MANAGEMENT - To develop and strengthen the staff team by prioritising well-being & mental health					
AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
3.1 To develop Support staff's confidence in their performance.	Support staff offered 3 45 minute sessions with SW under guidance of Coach4Schools	Support staff SW Coach4Schools	Internal cover for support staff	Support staff feel confident about their roles and responsibilities	Discussion with staff, learning walks SLT
3.2 To develop a systematic approach to providing and using reflective supervision with teachers, to ensure teachers feel supported (eg with change and development)	SM to attend supervision training with HT Cecil Gowing Infant School Share purpose and principles of supervision with teachers (Policy & Procedures) Schedule termly supervision sessions with teachers	SM with teachers	Internal cover for teacher	To ensure teachers are clear about their roles To develop a suitable climate for teaching To assist professional development To reduce stress To ensure the teacher has the required resources to do their job effectively	Discussion with staff Governors (monitoring visit)
3.3 To identify workload issues and begin to address them	Use of DFE Workload Reduction Kit Staff workload survey to identify key areas of workload Use of appropriate DFE resources to address	SLT and teachers	Internal cover for class teacher as appropriate	To ensure that workload is manageable for all staff	Supervision Governors in school day SM JH Governors

	particular issues raised in survey				
3.4 Use The Wellbeing Toolkit 2 for professionals Nurture UK as programme to support and strengthen staff wellbeing	SM to attend training with Nurture UK 10.1.20 SM to deliver monthly whole school staff meetings using the Wellbeing Toolkit	SM	NOA funded	To enable staff to maintain and further enhance their own wellbeing so they can describe themselves as fit ,well and flourishing personally and professionally	Staff attendance records Feedback from programme SLT governors
PRIORITY 4 – LEADERSHIP AND MANAGEMENT To further develop and embed the role of governors in monitoring to hold leaders to account for the quality of education					
AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
4.1 To enable governors to monitor all aspects of the school on a ‘typical day’ ‘Governors in School Day’	Plan and deliver ‘Governors in School Day’ 19.3.20 to include <ul style="list-style-type: none"> • agreement on key focus and line of enquiry • timetable for the day to ensure minimum disruption to school 	SM and PT governors	Lunch for governors E25	Governors will have used a breadth of monitoring types eg talking to children, staff, families and looking at ‘lessons’ Governors will have time to reflect on what the school is doing well at and areas for development	Governor monitoring reports

Priority 5 QUALITY OF EDUCATION Review the school's curriculum to ensure that all children, including vulnerable children, receive an effective and broad and balanced education where all children achieve highly					
AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
5.1 INTENT – Review current school curriculum to ensure it is ambitious, coherent, sequenced , inclusive and broad and balanced and to be able to articulate what we want children to learn through our school curriculum to all stakeholders	With staff (staff meetings) families (parent rep meetings) and governors (SDC meetings) review ‘A curriculum for the Future’ mission statement based on what we know about our children and what we believe is important to teach and learn Progressions documents developed (1 by 1, starting with core subjects) to include NC and EYFS objectives, key vocabulary	SM to attend ‘Transformative Curriculum Design’ course x 5 sessions SLT and all staff Governors Families meetings over year	£100 E09	Stakeholders will have contributed to a clear ‘Curriculum for the future’ mission statement The curriculum mission statement will be clearly reflected in the day to day teaching and learning of the curriculum at WEINS Progression documents for each subject (starting with core subjects) will demonstrate clear progression of skills and knowledge. These will be uploaded to the school website	School website Completed progression documents in each subject (core subjects this academic year) Governors SLT VNET consultant ‘deep dive’ in subject TBC summer term
5.2 IMPLEMENTATION- Review current daily provision, including role of adult in Continuous Provision	Staff meetings and discussion with teachers to review current practice including 1 day CPD J Twani .	SLT, Subject leaders, teachers support staff	E09 Early Year Supper Club- £75 Year 1 Supper Club -free	Teaching and learning will reflect school’s mission statement and long term plans. Lessons/activities will be planned sequentially	Learning Walks Book looks Lesson observations

<p>EYFS, role of adult in EBL and carousel approach to ensure effective teaching and learning of all NC subjects in KS1 and AofL in EYFS</p>	<p>Attendance at EYFS and Year 1 Supper Club with Jude Twani with staff attending, feeding back to colleagues. Staff meetings led by Subject Leaders</p>	<p>JTwani consultation</p>	<p>Science Network- £125 English Network-£475 Maths Network-£475 J Twani - £550</p>	<p>Consistent use of 'Spaced Practice' as learning strategy</p>	<p>'lesson plans' SLT Subject Leaders Governors VNET consultant 'deep dive' in subject TBC summer term</p>
<p>5.3 IMPACT- to ensure that children have learnt what they have been taught and to have a clear plan for children who need additional support</p>	<p>Establish consistent use of regular retrieval practice, to demonstrate fluency and mastery is improving Consistent use of annotated planning to support 'next steps'</p>	<p>Teachers, Subject Leaders and SLT</p>	<p>none</p>	<p>Teachers able to demonstrate that children are consistently learning what they are taught and have a clear plan for those that haven't</p>	<p>Pupil progress meetings Data Analysis Learning walks Lesson observations Book looks Displays VNET consultant 'deep dive' in subject TBC summer term</p>

Priority 6 QUALITY OF EDUCATION To build professional knowledge about Metacognition and self-regulated learning to further improve the quality of teaching and learning across the school					
AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
6.1 To develop a professional understanding of metacognition	JH to attend Metacognition course 20.11.19 12.2.10 & 3.6.20 WTIP Education Endowment Foundation document	All staff led by JH, SM	E09 Norwich Research School CPD £295	All staff have a shared understanding of metacognition and can plan strategies/activities to support its development	Discussion/staff questionnaire Planning HT & SLT
6.2 To understand the role of 'Sustained Shared Thinking' to support young children's metacognition and self-regulation	Staff meetings Use of STEW Scales	SM, JH	Release time to observe other classes and visits to other schools	All EYFS/Yr1 staff have a shared understanding of sustained shared thinking and are beginning to use it	Learning walks and Lesson observations , planning HT & SLT (spring term)
6.3 To implement strategies to improve all children's metacognition skills, to support them in becoming self-regulated learners.	WTIP	JH & SM		All staff confident in using strategies	

Priority 7 QUALITY OF EDUCATION To relocate library to support the value of reading for pleasure across school					
AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
7.1 Consult with Marilyn Brocklehurst (NCBC Librarian) regarding a design for relocated library in 'Family Zone'	Meeting with MB Follow up contacts and invite them in to pitch ideas and costs	SM HD	none	Clear design in place with costs for furniture	Submitted plans governor
7.2 Pursue funding for library furniture and books	SBM to contact 'safeguarding' team re furniture Folio - books	BP	none	School has understanding of funds available to use to purchase furniture and books	Quotes governor
7.3 Order books and furniture after consultation with MB, SLT, children and governors	Consultation meetings with children and staff	SM CR	Not known at this time	Books and furniture in place. Library timetable drawn up to ensure full use	Minutes of meetings governor
Priority 8 PERSONAL DEVELOPMENT To develop children's understanding of the importance of the natural world and their role to care for it, as responsible and respectful future citizens WTIP					
AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
8.1 For children to begin to understand that changes we	'Green' monitors created with responsibility for litter, recycling, single	CR & WTIP team	none	Amount of recycling increases and less rubbish going to landfill at school	SLT caretaker governor

make now, are essential for the protection of our planet	use plastic monitoring, energy use				
8.2 For children to begin to understand that some native plants/animals are endangered and to learn how they can be protected	Creation of wildlife habitats in school grounds to support endangered butterfly, plant, animal species e.g. Hedgehog Ecology workshop	CR & WTIP Foot Print The Ecology Consultancy	TBC support from Footprint	Wildlife areas established. Children talk knowledgeably about their role	SLT Governor BS
Priority 9 PERSONAL DEVELOPMENT Develop high aspirations in all children					
AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
9.1 Increase children's awareness of the different types of work people do	'World of Work Day'	Form the Future	None NOA	Children will have experiences of a wider range of role models	
9.2 Develop links with UEA international students to develop global perspectives	international students to work with classes to share their culture and roles	UEA	none	Curriculum broadened to incorporate development of positive attitudes and challenge negative/simplistic stereotypes	

Priority 10 PERSONAL DEVELOPMENT To continue to develop strategies to support children’s Social Emotional Learning					
AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
10.1 Develop the role of the Mental Health Champion to work with services to ensure that staff will know how to deal effectively with emerging emotional and mental health concerns	Identified MHC will attend the initial two day MHC foundation training and subsequent specialist training options and cascade any training material to colleagues–	JH/HD	NOA (no cost to school)	Staff will be kept informed and updated about changes in CAMHS and other specialist services Appropriate referrals and signposting for children and young people into specialist CAMHS will be achieved as appropriate Staff will be supported and updated with the skills and knowledge around emerging emotional and mental health issues in children	SLT Governors
10.2 To review the teaching of SEL skills (self- awareness, self-management, social awareness, relationship skills, decision making) to ensure they are explicitly and	To create PSHE Lead across school Audit/review of SEL across school (Improving Social & Emotional Learning in Primary Schools EEF 2019) Staff meetings using	SM	No cost	Planning Children’s social and emotional skills improved Improved attitudes, behaviour and relationships with peers Improved academic performance of all children	SM JH HD Governor Children in EYFS make good progress in PSED Pupil Progress Meetings

consistently taught across the Key Stages.	recommendation 1 of EEF report, to support planning and implementation Consistent use of SEAL and SEED				Learning Walks Class Boxall Profiles reflect improvement in SEL skills
Priority 11 PERSONAL DEVELOPMENT To implement 'Relationships and Sex Education' in line with legislation					
AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
11.1 Complete online RSE audit tool and share results with governor SLT	Online RSE audit tool	SM	Cost unknown at present	Findings will inform AP	Audit/AP governor
11.2 establish collaborative partnership with WEJS to plan RSE	Meetings with RSE Lead	SM	none	RSE planned consistently across Key stages	Minutes/AP governor
11.3 staff to have understanding and be informed of changes to RSE legislation	Staff meetings scheduled using 'KS1 RSE Solution ' pack	All staff SM	Resource pack (cost currently unknown)	All staff are aware of changes and confident about teaching RSE	Minutes of staff meetings and discussion with staff SM JH Governor

11.4 Consult with Parent Reps and establish working party	Meeting with Parent Reps	SM JH	none	Findings will inform AP	Minutes of meeting Governor
11.5 write and approve RSE policy	Use NCC model policy and adapt based on needs of children/ community	SM	none	Policy in place to inform practice and shared with all stakeholders	Policy approved by governors Minuted
11.6 share RSE legislation with all families	Whole school family meeting	SM	none	Parents will understand RSE legislation and have the opportunity to ask questions	Governor minutes
11.7 staff have confidence to teach RSE in line with current legislation	On-going CPD	SM	KS1 RSE resource package solution pack £600	Staff will have access to teaching modules to deliver quality RSE Agreed timetable established (at least 6x a year)	Minutes of meetings Learning walks SM JH Governor

Priority 12: BEHAVIOURS & ATTITUDES

For all staff to understand the six principles of nurture and embed across the whole school, to support an inclusive ethos and culture around the needs of every child.

AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
12.1 For staff to understand the role and use of the Boxall Profile in identifying the needs of each child (strengths,	Boxall Profile Training led by Nurture UK trainer (5.9.19) Boxall Profile completed on all children by end of Oct 19	All teachers DHT and HT	E02 Supply teacher costs to cover teachers completing BP (NOA grant £1300)	All children will have a Boxall Profile. Staff will begin to identify the social, emotional and behavioural needs of the children in their class, and the difficulties hindering some	Completed BP for every child Monitored by SM JH

weaknesses, missing skills and gaps in early development/ learning)				children's progress, using the information from the BP.	
12.2 To identify the specific difficulties hindering progress from information in BP (whole school, class and individual child) and begin to plan targeted support using whole-class nurturing approach	Staff meeting and time out of class – <ul style="list-style-type: none"> to analyse BP data and identify specific difficulties of individual children and whole class to identify and plan specific nurture strategies to support need 	All staff	none	The BP will give an overview of most common difficulties and strengths. The BP will identify which key areas to focus on child by child and class by class. Teachers will identify 1 or 2 key areas at a time, to focus on and plan strategies for, to support the common difficulties of the class	Planning Learning walks and observations Monitored by SM JH
12.3 Staff embed nurture strategies and use of resources into everyday teaching, in response to identified needs from Boxall Profile	'Beyond the Boxall Profile' Strategies and Resources' Nurture UK training (INSET 19.12.19)	All staff	None (NOA)	For staff to feel confident in planning and using most appropriate and effective nurture strategies to meet the needs of the children in their class.	Pupil Progress meetings Learning walks and observations SM JH
Priority 13: BEHAVIOUR & ATTITUDES To gather the views of families/carers, to ensure school is responsive to the local community and enables them to be					

involved in educational planning and decision making, to enrich their children's experiences.					
AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
13.1 To re-establish half termly 'Parent rep meetings' with SLT/governor	Share Parent Representative Job Description and invite 'families' to become a Parent rep (1 per class) SLT to arrange and attend half termly Parent Rep meetings	SLT Parent Reps	none	Good communication between families and school is maintained and improved	SLT Parent Reps Governors
13.2 To give families/carers opportunity to comment on events eg 'Learning Cafes', transition	Use of dot matrix questionnaires at events eg EYFS transition 'Learning Cafes'	SLT	none	All families are able to share their views and opinions about events at school, to support in future planning	SLT Governors
Priority 14 EARLY YEARS FOUNDATION STAGE To ensure consistency of all staff in the EYFS as effective practitioners able to support young children's learning and progress					
AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
14.1 All staff have a clear understanding of how young children learn	Staff meetings on understanding how young children learn 'Learning Play &	JH (Deputy Head) VNET EYFS Consultant J Twani	E28 £3000 VNET annual cost E09 Early Years	Pedagogy in EYFS consistent including role of environment indoors and outside and the balance of adult and child initiated activities age appropriately	JH and SM Spontaneous and Focus Child Planning sheets

	Interacting' document Visits to other schools Attendance at Early Years Supper Club		Supper Club £150		Learning Walks External monitoring J Twani
14.2 All EYFS staff understand the adult role particularly in continuous provision, to support children's learning and next steps	Staff meetings on Role of the adult School Working Practice and Non –negotiables in place on expectations and role Visits to other schools	JH (Deputy Head) VNET EYFS Consultant J Twani	E28 £3000 VNET annual cost	Provision and interactions are consistently in tune with how young children learn 'Teachable moments' consistently being exploited by all adults in continuous provision as well as adult directed activities	JH and SM Spontaneous and Focus Child Planning sheets Learning Walks External monitoring J Twani
Priority 15 EARLY YEARS FOUNDATION STAGE					
To increase the number of children reaching at least 'Expected' in ELG Writing at the end of reception					
AIM	ACTIVITY	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
15.1 All staff understand the development of early writing skills in young children	Staff meetings Creation of EYFS mark making and early writing portfolio to support understanding of progression Visits to other schools eg Mile Cross	JH VNET EYFS Consultant J Twani	none	Staff able to identify gaps in early writing skills of young children and plan to support appropriately	Learning walks Children's 'books' Learning journals Displays JH and SM VNET EYFS

					Consultant J Twani
15.2 All staff model writing to young children daily, to support their understanding of its value and importance	Staff meetings Visits to other schools including Mile Cross Primary	JH VNET EYFS Consultant J Twani	none	Children value writing as a means of communication and want to mark make/write more consistently	Learning walks VNET EYFS Consultant J Twani
15.3 Increase the number of writing opportunities in the EYFS that also appeal to boys	Staff meetings Visits to other schools Support from Jude Twani	JH and J Twani	E09 VNET Early Years Consultant	Children consistently writing for a variety of reasons and in different situations , including boys	SM JH and JT Learning walks Learning journals Displays VNET EYFS Consultant J Twani