

Bedworth Heath Nursery School and Children's Centre

BHN&CC Improvement Plan

(November 2010 – January 2012)

Vision

'You make the difference, Today, Together, Tomorrow'

At Bedworth Heath Nursery and Children's Centre staff, governors and parents work in partnership with the local community and other stakeholders to create an inclusive Centre where everyone feels safe, welcome, respected and valued. We strive to create an environment which is challenging, stimulating, creative and enjoyable. All participants are supported and encouraged to achieve their own potential, making the difference in becoming independent and lifelong learners who are able to make a positive contribution to our society

Aims

We aim to:

To provide warm, friendly, welcoming environment where partnerships are built, valued and understood

To work together for our local community

To provide a rich and stimulating environment enabling the unique child to become a competent learner

The centres main priorities for improvement are: (look at SEF and OFSTED)

- **Priority 1: Attainment and Progress: *To raise levels of achievement in communication, language and literacy through a focus upon family involvement in learning***
 - *In Linking Letters and Sounds 55% of children to be operating in the 30- 50 months age band, or beyond.*
 - *The cohort will raise its average points score from 29 points to 40 points or more by July 2011. This target is based on 100% of children moving one point across each of the six areas and will place the children as secure within the 30 – 50 months stage of development*

- **Priority 2: - Narrowing the gap: *To identify and implement wider strategies to close the gap between vulnerable and disadvantaged groups and those who achieve well.***

- **Priority 3: Raising Aspiration: *To facilitate our community to achieve economic well-being and a make positive contribution to society***

- **Priority 4: Leadership and Management: *To build upon emerging distributed leadership skills to facilitate a new role as a Centre of Excellence and strengthen the impact of:***
 - *Quality monitoring / Quality Improvement*
 - *Analysis of data to inform service provision and evidence impact of services*

Priority 1: Attainment and Progress: *To raise levels of achievement in communication, language and literacy and focus upon family involvement in learning*

Well formed outcome: Currently 100% of the cohort sits within the 22 – 36 months band across these aspects of learning. It is our aim that at the summer term assessment point:

Quantative:

Attainment

- Language for Communication: 70% of children will be operating in the 30- 50 months age band or beyond
- Linking Letters and Sounds: 55% of children will be operating in the 30- 50 months age band or beyond

Progress:

- The cohort will raise its average points score across all areas of learning from 29 points to 40 points or more by July 2011. This target is based on 100% of children moving one point across each of the six areas and will place the children as secure within the 30 – 50 months stage of development

Qualitative:

- Evaluation of work on this priority area will evidence that: Parents / Carers have greater understanding and confidence with regard to the importance of supporting their children’s learning and development in the area of Language for Communication and Linking Letters and Sounds

Success Criteria:	Action:	Resources, Timeframe, Costs, Leader	Monitoring / Measuring Impact
P1.A All children will reach the expected developmental milestones within EYFS: CLL / LfC and LL&S, thus achieving the targets set.	Implement elements of Write Dance and Busy Feet to enrich teaching and learning	By the end of January 2011 Sue Orrell / Dawn Smith Staff meeting time required	AK to monitor through reading planning AK / SO / SH: Teaching and Learning observations each term
	Complete training for team on moderation and target setting in relation to progress tracking✓	November 2010 Twilight Training Amanda King Part of INSET hours	AK / SO to scrutinise LDMA Summary sheets Active Learning portfolio will indicate staff judgments with regard to moderation
P1.B Girls, and More Able children will exceed these	Make strategic use of assessment data to inform teaching and learning in Nursery: Spring term focus on ‘average’ children with a strong focus on ‘Good to Great’✓	Ongoing activity, e.g. records of achievement completed termly by Amanda King and shared with team Time	Part of HT performance management – monitored by Governors HT data report to Governors AK / SH to meet with ES to monitor delivery of ECAT action plan and CC teacher input monthly
	SEN TA small group work to include speaking, listening and attention group✓	1:1 SEN TA’s to keep weekly diaries SEN TA’s / Family leaders to plan for groups Time / release cover costs	SO to monitor planning for SEN groups
P1.C Parents will feel clearly informed about how children’s learning develops and have the confidence to use suggested strategies within the home environment	ECAT work on communication friendly environment to be disseminated and implemented as a result of initial training and screening – refer to ECAT / CLL plans for more depth ✓	£2,500 cover costs for Emma Smith as ECAT lead £500 resources July 2010 – May 2011	ECERS Evaluation to be completed 26/27.1.11 Emma Smith to monitor implementation of ECAT plans and report to AK / SO / SH Analysis of Pupil data scores
	Introduce a ‘Looking for Learning’ newsletter to be written at each half term point to share key learning✓	Time AK to lead and evaluate in Summer term 2011	AK to complete an evaluation of the impact of providing this information to parents

Priority 1: continued: Attainment and Progress: To raise levels of achievement in communication, language and literacy and focus upon family involvement in learning

Success Criteria:	Action: Practitioners will	Resources, Timeframe, Costs, Leader	Monitoring / Measuring Impact
<p>P1. D All team members will have the knowledge, understanding and confidence to deliver effective teaching and learning in the area of CLL which is consistently of a good to outstanding level</p> <p>P1. E The impact of ECAT and CLLD will be evident in changes to the learning environments and teaching strategies used across the Centre</p>	<p>Participate in LA Led Communication, language and literacy development programme (CLLD)✓ Complete shadowing visits and joint moderation with Goodyers End Primary School✓ Share approaches to the teaching and letters and sounds and develop greater consistency in these ✓</p>	<p>November 2010 – April 2011 Time / release costs SO to lead</p>	<p>CLLD Monitoring by LA Analysis of attainment and progress data by AK Scrutiny of Active Learning Portfolio Teaching and Learning Observations (SO/AK/SH) Governor monitoring of SIDP / SEF</p>
	<p>Attend joint CLL training with Warwickshire Nursery Schools led by Ros Bayley✓</p>	<p>November 26th 2010 AK to arrange £500</p>	
	<p>Plan and implement a Family Literacy Week to coincide with Chatter Matters week. Work in partnership with GYE and Newdigate Primaries to celebrate the power of reading and story✓</p>	<p>March 2011: Senior Leadership Team to lead evening event: workshops (Talk as you Walk, Rhythm 'n' Rhyme, Tell me a story / story teller / speaker £800. Resources for participating families: £500 Release time for preparation and planning £500</p>	
	<p>Development of resources: Chatter Matter Bags / Home to Play bags and wider utilisation of these resources by families: ✓ Improve the level of awareness of resources and evaluate the impact playing with rhythm, rhyme and sounds can have on CLL attainment✓</p>	<p>By July 2011 Champions of Learning for CLL (RB / SO) to lead</p>	<p>Final data scores HT data report to governors</p> <p>AK / SH to monitor completion and use of resources Participant Evaluations used to measure the impact of making resources available Governor monitoring of SIDP / SEF</p>
<p>P1.F Opportunities for family learning are extended across the wider reach area and linked to work with health visitors</p>	<p>Initiate stay and Play sessions at Race Leys Infants✓</p>	<p>February 2011 SH to lead £1,500 resources SLA / resourcing / promotion and risk assessments to be set up. Plus involvement of health visitors</p>	<p>HT report to Governors and CC managers report to Governors / Advisory Board Governor monitoring of SIDP / SEF</p>

Links

School SEF:A2.1, A2.2, A2.3, A2.4 A3.1, A3.2, A3.3 A4.2, A4.4 A4.5 A5.1, A5.2, A5.3, A5.4, A8.1

National Indicators and Targets

NI72, NI 192

Termly Evaluation and impact

April 2011

- **P1 A:** Impact of Write Dance, Busy Feet and ECAT project is seen in good scores for progress in CLL at mid point of assessment – target for progress is met in all groups of the cohort and exceeded for girls and more able children
- **P1B:** Strategic use of assessment and training on moderation, target setting and learning journeys has changed the nature of and approach to organising focussed groups. The impact of this is that children not making appropriate progress are picked up more quickly
- **P1C:** The looking for learning newsletter is in place but, limited parental comments make it difficult to ascertain its impact at this point. Chatter Matters week was celebrated with an event each day – 87 individuals attended a twilight event evidencing that engagement was high. The availability of resources (Chatter bags, Home 2 Play) to support early literacy in the home has further supported families to engage with and support early literacy development. A second 'Communication Counts' week is planned to build on this in the summer term - working in partnership with our cluster schools
- **P1D/E: ECAT / CLLD:** The impact on the **learning environment** was seen in development of 'chatter spaces', more book areas and 'boy' spaces. **Staff are observed** (HT observations) to be more secure in their knowledge regarding children's early communication development and intervention strategies to support children identified as having delays in areas of their communication. Use of the Wellcomm screening tool has vastly supported this. Consistent use of communication strategies is observed with all children across the centre from birth to school age. **Children and their families** – (data collected from the monitoring of a single cohort tracked from June 2010 until February 2011) shows an increase in children with 'no expected delays' and a decrease in those at 'risk of delay'.
- **P1F:** The sessions have now started and we await the impact as attendance grows

Outcome met / Not met
Comments / what next

Priority 2: Narrowing the gap: identification and implementation of wider strategies will close the gap between vulnerable and disadvantaged groups and those who achieve well

Well formed outcomes:

- *The Centre knows who its vulnerable groups are and targeted services reflect their needs.*
- *Systems are in place to monitor activity across an increasing scale of support*
- *Data is available to show the Centres impact, measured through the level of service required through the support phase which then reduces*
- *Data with regard to children's learning evidences how 'the gap' is being reduced*
- *At the assessment point in July 2011 the gap identified by the Centres progress tracking system will narrow from 19.5 points to 15 points*

Success Criteria:	Action:	Resources, Timeframe, Costs	Monitoring / Measuring Impact
P2. A Practitioners to be aware of reach area profile, targets and indicators and to use this knowledge to contribute to our next steps	Staff training day on 4.1.10✓	Set aside 1 INSET day AK to Lead	Evaluations of training and future development plan evaluations HT and CC managers report to Governors
P2. B Governors, Advisory board members, team members and service users are consulted and contribute to the centres short and long term priorities	1.The dads audit training✓ 2.Complete ECM Priority areas evaluation with Social Care, Health Visitors, Team members, Governors, Advisory board, Parents / service users to inform future direction	½ day INSET SH to Lead November 26th 2010 To be started in January 2011 and evaluated in April 2011 AK / SH to lead Time	CC managers report to Advisory Board and Governors Governor monitoring of SIDP / SEF Governor Focussed visits to include discussion with service users
P2. C Data will evidence that vulnerable groups access services and that the level of support required declines with intervention	Intervention tracker working with Atherstone Nursery School and ICT consultant	Designed and piloted January 2011 – March 2011. Implemented May 2011 £1,000	CC managers report to Advisory Board and Governors SH / AK to monitor quarterly results
P2. D Research will support understanding and strategies implemented will be more effective in narrowing the gap	HT to participate in LA / NCSL Narrowing the Gap working group with a focus on Transition and positive culture and ethos✓	AK / December 2010 – September 2011 Cover costs: £600	HT Performance Management HT report to Governors and CC managers report to Governors / Advisory Board
P2.E CC OFSTED GUIDANCE <i>By January 2012, implement the recommendations of the community consultation to increase the range and appropriateness of services and engage more widely with those hard to reach.</i>	Commission CODA to complete fieldwork research across Bedworth and Bulkington – work with partner CC's (rainbow, St Michaels, Bulkington CC) to identify local communities' perception and use of CC services across the local area. ✓	SH January 2011 – research March – analyse results and inform future plans. £1,000	CODA research report Resulting actions monitored through Governors / Advisory Board monitoring of SEF and SIDP
P2.F CC OFSTED ACTION <i>By January 2012, protect families by providing further support for drug and alcohol abuse and those suffering from domestic violence.</i>	Develop knowledge of levels of D&A Abuse and DV in our reach, Understand local strategy and implement FSW to alleviate / support .Consider programmes / literature to signpost and raise levels of awareness and understanding. Access training for staff to manage this potentially difficult area	Research and liaise with local professionals Feb – May 2011 AK / SH Appointment of dedicated FSW by June 2011 £15,000 AK / SH By October 2011 Costs TBC	Governors / Advisory Board monitoring of SEF and SIDP CC Manager Performance Management

Priority 2: Continued: Narrowing the gap: identification and implementation of wider strategies will close the gap between vulnerable and disadvantaged groups and those who achieve well.			
Success Criteria:	Action:	Resources, Timeframe, Cost	Monitoring / Measuring Impact
P2. G 80% of children in identified groups within the cohort: <i>More able, Girls and EAL</i> will achieve 78 points across EYPS Profile Scales at the end of reception	Implement Progress tracking tool and focussed data based T&L meetings each term to share data analysis✓ LDMA Summary sheets used to implement targets centre wide More able / EAL to continue with individual targets and focussed group input in Autumn and Summer terms 2010 / 2011✓	November 2011 , Meeting Time AK / SO lead	HT data report to governors AK / SO / to monitor completion of LDMA summary sheets with targets SO to monitor implementation of focus groups
P2. H : 22% of <i>Boys and 5% SEN</i> will achieve 78 points across EYPS Profile Scales at the end of reception	Implement story dens to encourage boys to access reading / writing opportunities ✓ Include a range of comics and super hero base literature. Implement 'Wellcome' assessments (ECAT) to gain clearer picture of CLL needs within SEN children and focus intervention appropriately. S< to come to the Centre for CC drop ins – Stay and Plays – monthly School based SALT needs to increase✓	Spring term 2011 – Emma Smith to Lead (ECAT) £500 resources	ECAT final report to evidence impact AK / SH to meet with ES to monitor delivery of ECAT action plan and CC teacher input monthly
P2.I Children with SEN will attain an average points score of 30 points and be emerging within the 30 -50 months band 50% of children with SEN will progress by more than 1 point attain a score of 6 (emerging 30 – 50 months) in PSED /CLL	1:1 support to implement daily diaries more closely related to IEP targets. 1:1 support to attend IEP review mtgs and where dual placements attend dual placement and feeder schools to support transition IDS to provide additional support in relation to High number of children with SEN 38% of cohort. SENCO to access additional release time in relation to 38% SEN ✓	Implemented November 2010 Ongoing SO to lead Release costs £3,600 over 12 months SEN 1:1 support costs £10,560 across year	SENCO (SO) to monitor SEN input and report to Governors via HT report HT data report to governors Governors / Advisory Board monitoring of SEF and SIDP Teaching and Learning Observations (SO/AK/SH)

Links
School SEF: A2.1, A2.2, A2.3, A2.4 A3.1, A3.2, A3.3 A3.4 A4.2, A4.4 A4.5 A4.6 A5.1, A5.2, A5.3, A5.4, A8.1
National Indicators and Targets
NI72, NI 92, NI 50

Termly Evaluation and impact

April 2011

- **P2A:** Training had a significant impact on staff that was then able to assimilate information about our locality and equate this to the centres strategic plans and with their role and remit. The impact of this has been the development of a close knit team, working towards the same objectives with a good knowledge and understanding about our priorities and actions. This is evidenced in the January 2011 CC Inspections which stated that:
Action plans contain clear priorities with precise targets for improvement. Priorities are monitored and evaluated thoroughly so that leaders have an accurate view of the full impact of the centre 's work. Consequently, all staff knows what needs to be done to help improve life for people in the area. These factors demonstrate that the centre has outstanding capacity to sustain improvement.
- **P2B:** The dads audit training with staff identified areas for further development, incorporated into plans for family days and wider events ECM Priority areas evaluation has been completed with Social Care and Health Visitors, the next group to evaluate with are Governors, Parents and Staff.
- **P2C:** Family Support Work Intervention Tracker is now in place and initial data being inserted – this action needs to be a priority for the summer term
- **P2D:** NCSL Project: Actions are underway and this has facilitated the opportunity to bring all feeder schools together, focus a governor monitoring visit upon transition and refresh the material given to parents and level of priority given to transitions. A questionnaire will be used to gather pre and post activity data (Barbara Charles to lead)
- **P2E:** CODA actions / next steps are being considered at Bedworth CC Managers meetings – CC manager (SH) to formulate a brief action plan to identify the next steps
- **P2F:** Currently researching job descriptions with regard to FSW post – This will be a priority for the summer term.
- **P2G/H / I :** Many of the actions have been implemented and now need to be sustained – SLT monitoring will focus upon this. Results / impact of this priority will be seen at the summer term assessment point

Outcome met / Not met

Comments / what next

Priority 3: Raising Aspiration: *To facilitate our community to achieve economic well-being and a make positive contribution to society*

Well formed outcome:			
<ul style="list-style-type: none"> • Volunteers / students complete courses and seek employment as a result of training • The impact of counselling service and family support and partnership working facilitates maintenance of positive family life and leads to a direct reduction in referrals to Bedworth Children's Team and children admitted to hospital as a result of non accidental injury. • Families access appropriate benefits which facilitates the number of children taken out of poverty: NI 118: Percentage of eligible families benefiting from childcare element of Working Families Tax Credit (DWP) 			
Success Criteria:	Action:	Resources, Timeframe, Costs	Monitoring / Measuring Impact
<p>P3.A increase in achievement of NI163: Working age population qualified to at least Level 2</p> <p>NI165: Working age population qualified to at least Level 4 or higher</p>	<p>Apply to become a Teaching school with partner nursery schools</p> <p>Provide Teaching placements and Foundation Degree Placements✓</p> <p>Review organisation of placements and materials used for induction</p>	<p>Timeframe dependent on outcome of White paper AK to lead</p> <p>Ongoing: Time / staffing: MM student Mentor SO teaching placement Mentor</p> <p>May 2011</p>	<p>Maintain 100% pass rate of students achieving qualifications having attended placements with us</p> <p>SO / AK / SH to monitor student performance via feedback from team members and direct observations</p>
<p>P3.B Reduction in:16 to 18 year olds who are not in education, training or employment (NEET) NI 117 LA Targets as follows:2010/11 = 4.4% 2011/12 = 4.2% 2012/13 = 4.0%</p>	<p>Provide a range of training placements for L2 / 3✓ Prioritise applicants from local community✓ Support local PVI / maintained sector practitioners through Advisory work as a part of Centre of Excellence remit✓ Strengthen links with Job Centre plus and develop return to work programmes for families across the reach</p>	<p>Ongoing: Time / staffing: MM student Mentor AK to lead implemented January 2011</p> <p>Ongoing Time / capacity of Job Centre plus SH to lead Autumn term 2011</p>	<p>SO / AK / SH to monitor student performance via feedback from team members and direct observations. LA Early Years Inspector to monitor quality and report upon impact CC report to Govs and Advisory Board</p>
<p>P3.C Increase in young people's participation in positive activities NI:110 Service users communicate that they feel they can influence decisions in their locality: NI4</p> <p>Halt increase in childhood obesity in under 11's by 2010 measured at Yr 6 NI 56</p> <p>CC OFSTED GUIDANCE <i>By January 2012, develop the knowledge, skills and voice of advisory board, particularly of users from BHN&CC so that they are fully engaged in decision making processes and service provision</i></p>	<p>Develop volunteer programme to include completion of a core skills programme</p> <p>Increase use of Allotment and plan for a grow and play session to replace a universal Stay and Play session, with a focus on healthy eating and explore necessity for a food co-op</p> <p>Develop skills and confidence of parents undertaking a role on Joint CC Advisory group</p> <p>Canvass views on appropriate organisation and structure for a parents forum group & Implement</p>	<p>Start to plan for this in September 2011 SH to lead / Time / accreditation costs?</p> <p>June 2011 SS to lead Time / advertising / discussion with service users</p> <p>June 2011 Time Community Governor to lead</p> <p>SH / SS / SJ to lead Sept 2011 Time, Space, Training</p>	<p>CC report to Governors and Advisory Board</p> <p>CC report to Governors and Advisory Board</p> <p>Community Governors report to full governors mtg / Advisory Board</p>
<p>P3.D Proportion of children living in poverty reduces : NI 116 Percentage of children aged 0 –4 living in households dependent on workless benefits (PSA 9)</p>	<p>Continue current level of referrals to Welfare Rights ✓Team, Bromford Housing and assisted visits to CAB. Evidence more clearly how this intervention impacts through use of new intervention tracker. Introduce baby Nosh & Toddler Nosh to focus on low cost nutritious meals</p>	<p>Designed and piloted January 2011 – March 2011. Implemented May 2011 £1,000</p> <p>June 2011 Time, Training SS to lead</p>	<p>CC managers report to Advisory Board and Governors SH / AK to monitor quarterly results</p> <p>Governor focussed visits</p>

Priority 3 Continued: Raising Aspiration: To facilitate our community to achieve economic well-being and a make positive contribution to society			
Success Criteria:	Action:	Resources, Timeframe, Cost	Monitoring / Measuring Impact
P3.E OFSTED GUIDANCE <i>By January 2012, (work with the local authority to) establish outreach provision in the Mount Pleasant area of the reach and further develop training and employment opportunities for adults who use the centre</i>	Strengthen links with Job Centre plus and develop return to work programmes for families across the reach, initially using provision at Goodyers End and Race Leys Infants	Ongoing Time / capacity of Job Centre plus SH to lead Autumn term 2011	Analysis of data / data grid Evaluations of courses held and successful job applications Governor Monitoring of SIDP

Links
School SEF: A2.6 A2.7 A2.8 A2.10 A3.4 A4.4 A4.5 A4.6 A4.8 1
National Indicators and Targets
NI 65 NI 63 NI17 NI10 NI6

Termly Evaluation and impact
April 2011
<ul style="list-style-type: none"> • P3A: Nursery schools are not eligible to become teaching schools – however we are currently pursuing inclusion in a similar project with Pen Green. Our own teaching and student placements continue – next activity to organise these to ensure staff are not too stretched within the mentor role. • P3B: Level 2 and 3 training placements show 100% success rate, all current trainees reside in the local community. Head of Centre is now supporting 9 local PVI / maintained sector practitioners through Advisory work as a part of Centre of Excellence remit. This is impacting upon her wider capacity to run the centre and staffing for September is being considered in light of this. Strengthen links with Job Centre plus and develop return to work programmes for families across the reach remains an area for development • P3C: We have yet to start working on these action points • P3D: Welfare Rights support continues recent data shows that:....?..... Toddler Nosh and Baby Nosh sessions start imminently. • P3E: Initial research is taking place with regard to how we might address this
<i>Outcome met / Not met</i>
<i>Comments / what next</i>

- **Priority 4: Emerging distributed leadership skills will facilitate success in a new role as a Centre of Excellence and strengthen the impact of:**
 - **Quality monitoring / Quality Improvement**
 - **Analysis of data to inform service provision, ensure value for money and evidence impact of services**

Well formed outcome:

- **Middle leaders evaluate the quality of the learning environment and teaching and learning and implement quality improvement measures independently**
- **Practice is consistently outstanding across the centre**
- **Team members can describe and evidence the success and impact of services provided in a qualitative and quantitative manner**
- **The Centre support a wide range of practitioners and students both locally and nationally in a new role as a centre of excellence**

Success Criteria	Action:	Resources, Timeframe, Costs	Monitoring Activities / Measuring Impact :
P4.A Processes for managing the performance of staff and for their professional development are used exceptionally well.	Team members complete further qualifications & contribute to wider leadership through Champions of learning roles✓. All performance management is completed by SLT✓	X 2 EYPS DEC 2011 X 2 FD July 2012 X 2 L3 Sept 2011 X 2 L2 Sept 2011 Mentor release time £1,000	HT report to Governors and CC managers report to Governors Performance Management processes
P4.B The centre takes a full and active role in developing a variety of partnership activities which include statutory and PVI. This makes a significant contribution to meeting a range of needs in the community. Very effective partnership working enhances opportunities for users and has a very positive impact on improving outcomes.	Advisory Work for LA Centre wide Training delivered locally and nationally as an Associate with Early Education (AK) ✓ Documentation: Nursery World (AK) ✓ OFSTED training (AK) ✓ Teaching School Application (AK)	AK to lead Release Time Ongoing Income £6,500	HT report to Governors and CC managers report to Governors Performance Management processes Governor monitoring of CC / School SEF
P4. C The pursuit of excellence in all of the centre's activities has led to notable improvement in provision and outcomes, or has securely maintained and built on previously outstanding performance	Nurture Nursery to develop improvement plan with CC teacher and implement this based upon LA 'Reach for the Stars' evaluation criteria✓ Centre wide ECERS assessment to identify further areas of development to move practice from good to outstanding✓	No 2010 – March 2011 DS / RB Release time 26.1.11 / 27.1.11 £1,200 Repeat February 2010 £1,200	HT report to Governors and CC managers report to Governors LA SIP visits ECERS report CC teacher report Teaching and Learning observations
P4.D Resource planning, including deployment of staff skills and expertise, is well established, responsive to changing needs and takes good account of the need to ensure services are sustainable.	Implement a system to 'cost' services and analyse cost in relation to impact	Attend training January 2011 KB / SH Implement February 2011 Time	Finance reports to Governors / LA / Advisory Board
P4.E Self-evaluation is rigorous and is well supported by evidence of impact on outcomes for users	CC Team to reflect upon OFSTED CC Evaluation Schedule & identify areas where evaluation of services needs further attention ✓		

Links
School SEF: A2.2 A3.2 A4.1 A4.2 A4.4 A4.9 A8.2 A8.3
National Indicators and Targets
N72, NI 92, NI 50, NI65, NI63

Termly Evaluation and impact
April 2011
<ul style="list-style-type: none"> • P4A: Performance management is in place, discrepancies with regard to ALL members having an initial meeting have been addressed. All staff studying for degrees are on track. AK is holding mentor meetings as required. Champions of Learning Role need to be valued more highly. • P4B: Advisory work in place for 9 settings, the head of centre has been accepted to train as an OFSTED inspector which will further develop the ability of the centre to support a range of settings to develop and improve practice. The centre is not eligible to become a teaching school at this point • P4C: The ECERS and ITERS assessment had a significant impact upon focussing attention on areas for development. A further training day has enabled us to turn these points into direct action, thus securing further improvements in the quality of the learning environment • P4D: This action is underway but needs further prioritisation. • P4E: This has been reflected in adjustments made to this improvement plan
<i>Outcome met / Not met</i>
<i>Comments / what next</i>

Priorities for further development Year 2

Key Issues identified as both long term priorities and as outcomes from Y1 evaluation	Impact on learning	Actions	Time Scale	Costings
Financing ongoing support for Mental Health				
Access to wider range of adult training and analyse the impact of this Sessions related to applying for jobs, writing a CV, Interview skills - in partnership with Job Centre Plus				
Embedding the role of families / parent forum and advisory board members in shaping the future direction of the centre				
Consider impact of removal of SEN 1:1 budget				
Wider consideration of the needs of minority groups - e.g growing numbers of users from ethnic minorities and funding for a dads group				

Priorities for further development Year 3

Key Issues identified as both long term priorities and as outcomes from Y2 evaluation	Impact on learning	Actions	Time Scale	Costings