

2020/21 - School Improvement Plan - key priorities

Overview of priorities	
* acronyms list at end of document	
Effectiveness of leadership and management OR other developments	
Priority	
<p>1. To maintain the financial position and future sustainability of Ethelred during COVID-19 restrictions and beyond</p> <p>See Risk Assessment for September opening</p>	<ul style="list-style-type: none"> • Continue to offer places in both 2 and 3-4s classes. Balance numbers in each class to maximise capacity, whilst maintaining statutory adult:child ratios and minimising the crossover of children and staff between 'bubbles'. • Maintain stability of staffing during a period of change by sourcing reliable temporary or longer term supply cover for posts in 3-4s classes. • Recruit to 4 EYE level 2 posts, which are currently covered by long term supply practitioners. • Recruit Premises Officer. • Where possible cover sickness absence from within the staff body. • Monitor staff absence and take appropriate remedial action. • Review utilities and maintenance contracts to ensure we are achieving best value for money. • Resume Breakfast and After School Clubs after surveying parent requirements. • Ensure timely payments for school dinners, top-ups and clubs. Admin to draw up contracts for dinner money and top-ups. Card reader to be purchased for other parent payments. • Maximise revenue from school fund. • Prioritise funding applications to Lambeth SEND: EHCPs; SENDIF; DAF. Check entitlement to free school meals every term (and looked after child status) to ensure we are claiming the maximum amount of EYPP. • Ethelred SLT will undertake a feasibility study on the creation of a dedicated nurture space/ SEND provision, with a view to sourcing significant additional funding from Lambeth SEND and eventually being part of the Lambeth SEND local offer.
Quality of teaching, learning and assessment	
Priority	
<p>2. To maintain outstanding teaching and learning to ensure children's outcomes are maximised.</p>	<ul style="list-style-type: none"> • HOS will monitor planning and provision in all 3 classes on a 3 weekly basis. • Part time and full time 3-4s classes plan and evaluate together daily to maintain teacher input. • The graduate EYE Level 3s will be the lead practitioners in 2 year olds and part time 3-4s classes. • The teacher and lead practitioners will monitor SEND needs in their classes and support key persons to write and review IEPs, referrals and EYIF applications. • Inclusion meetings with HOS (SENCO), teacher and lead practitioners will take place once a month. • Child Wellbeing and Involvement will be the highest priorities in Autumn term. Observations and assessments should show how children are engaging in their learning and reveal how they present to the observer. • Trauma Informed Schools (TISUK) training implementation (See Priority 3.) • Development of the outdoor learning environment will continue. The provision in the divided 3-4s playground will be audited to ensure that both classes have opportunities to explore a range of challenging provision, including engagement with loose parts and natural materials. The 2 year old's outdoor area is now fully operational, following the installation of

	<p>canopies. Support for the transformation of the outdoor areas will be provided through the Natural Thinkers programme and led in house by a designated TA in conjunction with the class teacher and art teacher.</p> <ul style="list-style-type: none"> Specialist Art and Music teachers will work with each one of the 3-4s classes on a project which embeds progression of skills over the course of a half term.
Personal development, behaviour and welfare	
Priority	
3. To embed learning from Trauma Informed Schools training so that children develop and sustain high levels of wellbeing and involvement and staff feel confident to discuss issues around mental health.	<ul style="list-style-type: none"> All staff have been sent access codes for Trauma Informed Schools training webinars. All practitioners and admin have watched at least one of the videos. Structured discussion sessions took place during an inset day at the start of the Autumn term. Staff pooled ideas on how we are going to embed the learning from the webinars in our everyday practice. Early years specific webinars were made available at the start of term. Staff have been asked to watch them before the deadline of 20 October. Further discussions on the content of the EY webinars will take place after half term. Staff meetings (with key persons and with Teaching Assistants) will contain a standing item on the agenda related to the training. Monthly inclusion meetings will also provide a forum for discussion on individual children's mental health and wellbeing.
Outcomes for children and other learners	
Priority	
4. Improved outcomes for identified groups of children - EYPP, EAL, vulnerable children, SEND	<ul style="list-style-type: none"> Having been away from nursery for 6 months many children will have missed opportunities for learning and development and some may have temporarily 'lost' skills and characteristics of effective learning. For this reason we are assessing both new and returning children as if they had just started nursery, ie. we will create a new on entry assessment for all children. From this point we can monitor children's progress and design interventions appropriate to the needs of individuals and groups of children. EYPP - see separate EYPP plan EAL/Vulnerable/SEND - all staff to complete the Evelina SLCN training (and short refresher sessions led by lead practitioners); identify target children and offer planned interventions (Natural Thinkers; Talking Tables; small language groups; Attention Autism; sensory room sessions; nurture activities; Music Therapy; Intensive Interaction strategies). Practitioners will offer parents support with activities to carry out at home, linked to their key child's needs. Parent conferences in November will provide an opportunity for practitioners to share ideas with parents. COVID restrictions permitting, we will plan parent workshops for the Spring and Summer terms. New and temporary members of staff will be inducted into the use of eexat by relevant lead practitioner.

Priorities - detail and milestones (TBC)

Priority 1		To maintain the financial position and future sustainability of Ethelred during COVID-19 restrictions and beyond			
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 20	Milestones, March 21	Milestones, July 21
Increase numbers of children on roll -	CB	<ul style="list-style-type: none"> Ongoing - meetings to identify rising 3s who are ready to transition to 3-4s classes Time to liaise with Children's Centre to identify local families who may need a nursery place. Preparation and interview time for recruitment 	<ul style="list-style-type: none"> Follow up all enquiries and offer places until capacity is reached Spaces in 2 year old room are freed up as children are ready to move up to 3-4s rooms. Families known to CC are contacted and applications processed Recruitment of 4 EYEs and Premises Officer completed. Long term supply recruited to replace retiring EYE. 	<ul style="list-style-type: none"> continue feedthrough of rising 3s increased numbers on roll welcome to Ethelred video on website Begin to process applications for September advertise open mornings and afternoons on website (link booking form) 	<ul style="list-style-type: none"> offer stay and play/ transition sessions for children on roll for September continue nursery visits (virtual or face to face) open mornings and afternoons
Maximise income from SEND funding	CB CB and key persons (KPs) admin supported by CB CB (in consultation with SLT)	ongoing- EHCP applications termly Early Years Inclusion Fund (EYIF) applications ongoing - eligibility checks for DAF funding Meetings to plan application to LA for potential nurture/SEND resource provision	<ul style="list-style-type: none"> 4 new EHCP assessments agreed (for 2021 leavers) all children eligible for EYIF identified and KPs completing forms (with support from CB) admin aware of DAF funding eligibility criteria; all eligible children identified and applications made. First meetings with SLT to discuss process for funding application to LA 	<ul style="list-style-type: none"> 2 EHCPs finalised Autumn term EYIF funds in newly eligible children identified and EYIF applications made by KPs EHCP assessments agreed for 2022 leavers. continue checking DAF eligibility feasibility study completed for potential nurture/ SEND resource provision 	<ul style="list-style-type: none"> remaining EHCPs finalised Spring EYIF funds in newly eligible children identified and EYIF applications made by KPs Response from LA regarding funding for nurture/SEND resource provision potential meetings with LA

Resume Breakfast and After School clubs	CB admin	starting November 2 staff members (TAs) for each club - 1 hour am, 2 hours pm = 30 hrs pw @c.£15 ph = £450 pw plus food costs	<ul style="list-style-type: none"> • parents notified • reopening of clubs advertised on website • contracts set up 	<ul style="list-style-type: none"> • Recruit new families 	<ul style="list-style-type: none"> • Promote to new applicants for September
Monitoring by who and when			Governor visits: Luke Paige??(LP) Kelly Lin (KL) Attending key meetings:		

Priorities - detail and milestones

Priority 2	To maintain outstanding teaching and learning to ensure children's outcomes are maximised during COVID-19 and beyond.				
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 19	Milestones, March 21	Milestones, July 21
Redistribute responsibilities in new COVID-19 bubble structure to ensure all teaching teams provide outstanding teaching and learning.	CB, Sue Peyton (SP) SIA?	<ul style="list-style-type: none"> • by end of October-staff meeting to discuss new structure 	<ul style="list-style-type: none"> • Each bubble will have a named leader: f-t 3-4s: SP; p-t 3-4s: NT; 2yo: RG • SP will support NT • CB will support RG • monthly lead practitioner meetings will be taking place • early years leadership courses sourced for NT and RG • Level 2 EYEs recruited • CB/ SP attend relevant training: EYFS leads; Early Education; • appraisal/ target setting meetings take place • Key persons making EYIF applications and referrals (overseen by CB) • TAs organise intervention timetable 	<ul style="list-style-type: none"> • early years leadership courses started • support for L2 KPs in place • TAs running intervention groups • TA training taking place 	<ul style="list-style-type: none"> • early years leadership courses completed • Review new leadership structure in the light of any changes to staffing or classroom organisation.

			<ul style="list-style-type: none"> • TA training needs audited and courses booked • 		
Child wellbeing and Involvement assessment focus	CB KPs	by Autumn half term CB time to audit all trackers and evidence	<ul style="list-style-type: none"> • all children have a new on entry assessment which shows levels of Wellbeing and Involvement • eexat trackers and evidence pages show levels of wellbeing and involvement - half termly audit • learning walks with CB and lead practitioners taken place 	<ul style="list-style-type: none"> • growing body of evidence in children's eexat records of increasing levels of wellbeing and involvement • learning walks - lead practitioners engage in developmental feedback with other KPs on levels of wellbeing and involvement • children demonstrate CoEL 	<ul style="list-style-type: none"> • children's learning journals show high levels of W&I and clear progression in the acquisition of CoEL • Reception transition activities support children's wellbeing and involvement • Children moving up to 3-4s in September engage in regular transition activities with their new KPs
Outdoor environment	CB SR (Premises Officer) Natural Thinkers team (CBy, CBe, SR, ..)		<ul style="list-style-type: none"> • provision in each separate outdoor space will offer opportunities for children to engage with natural resources. • CBe will have attended and fed back on Natural Thinkers training session. • Staff meetings focused on outdoor learning will have taken place. • Development plans will begin to take shape. 	<ul style="list-style-type: none"> • Sand and mud kitchens will be available in each outdoor space. • All children will have taken part in at least one planting session. • Resources bought with NAQA funding will be in place. 	<ul style="list-style-type: none"> • Outdoor development will be completed. • Outdoor provision will support each child's learning and development in all curriculum areas. • Community celebration of the completed outdoor learning environment (COVID dependent)
Specialist teachers (inc Music Therapy)	CB, SP, NT MMcD, VB, SC-(MT)	30 weekly sessions from Autumn half term until July	<ul style="list-style-type: none"> • Weekly Art, Music and Music Therapy(MT) sessions taking place. • All 3-4 year olds will have attended at least 4 specialist sessions. • Observational evidence and planning scrutiny shows progression in each area 	<ul style="list-style-type: none"> • All 3-4 year olds will have experienced two of the specialist interventions • Photographic and observational evidence show how these interventions have impacted on children's progress. 	<ul style="list-style-type: none"> • Older 2 year olds will have experienced some specialist interventions as part of their transition activities. • End of year assessments and observational evidence show that interventions have contributed to all children's progress and attainment.

Monitoring by who and when	Governor visits: ISC Attending key meetings:
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Priority 3	To embed learning from Trauma Informed Schools training into daily practice				
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 20	Milestones, March 21	Milestones, July 21
Embed learning from Trauma Informed Schools training so that children develop and sustain high levels of wellbeing and involvement (W&I) and staff feel confident to discuss issues around mental health.	CB SP	ongoing; Monthly Inclusion staff meetings contain a standing item on W&I Individual staff appraisals include opportunities for discussions about mental health and wellbeing.	<ul style="list-style-type: none"> children show enhanced levels of wellbeing and involvement compared to September baseline. Monthly Inclusion meetings are taking place Staff appraisals have taken place. 	<ul style="list-style-type: none"> children continue to show high levels of W&I. Monthly Inclusion meetings are taking place 	<ul style="list-style-type: none"> as previous terms appraisal reviews include discussion on mental health and provide opportunities for staff to shape provision for the coming year.
Monitoring by who and when			Governor visits: ISC Attending key meetings:		

Priority 4	Improved outcomes for identified groups of children - EYPP, most able, EAL, vulnerable children, SEND				
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 20	Milestones, March 21	Milestones, July 21
EYPP, EAL, vulnerable children and SEND See EYPP plan	CB SP	ongoing;			
Monitoring by who and when			Governor visits: ISC Attending key meetings:		

Acronyms

ASD	Autism Spectrum Disorder	CLD	Communication and Language Development	CoEL	Characteristics of Effective Learning	DAF	Disability Access Fund	EAL	English as an Additional Language
EH	Executive Head	EYPP	Early Years Pupil Premium	HOS	Head of School	HR	Human Resources	PSED	Personal Social and Emotional Development
REAL		SEND	Special Educational Needs and Disabilities	EYIF	Early Years Inclusion fund	SLCN	Speech, Language and Communication Needs	NAQA	Nursery Air Quality Audit