

2021/22 - School Improvement Plan - key priorities

Overview of priorities	
* acronyms list at end of document	
Effectiveness of leadership and management OR other developments	
Priority	Current position
<p>1. To maintain the financial position and future sustainability of Ethelred.</p>	<ul style="list-style-type: none"> ● Even though Ethelred has a healthy carry forward, numbers of children this term are very low. This will mean there will be a large 'clawback' of funding in April. We will need to work even harder to ensure that we are attracting families to Ethelred. We will also need to maximise any further income, and minimise any further loss of funding. <ul style="list-style-type: none"> ○ Review admissions procedures and systems. ○ Ensure we are utilising any opportunities for publicity. SLT building relationships with the local community and organisations that are in the locality. ○ Prioritise funding applications to Lambeth SEND: EHCPs; SENDIF; DAF. Review systems for this to have an impact on our income. ○ 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. ○ Offer stay and play sessions for prospective admissions, and families waiting to start. ○ Starting children earlier (as unfunded), in order to ensure they are with us, and not elsewhere for the term they are funded. ○ reviewing external services where spending is not essential.
Quality of teaching, learning and assessment	
Priority	Current position
<p>2. To maintain outstanding teaching and learning to ensure children's outcomes are maximised.</p>	<ul style="list-style-type: none"> ● Establishing new SLT input into the classroom. The environment and resources need immediate attention. This also needs to fit in with the implementation of the new EYFS framework. <ul style="list-style-type: none"> ○ Initial focus for SLT to observe in classes, and devise an action plan to work on key points; teamwork, roles and responsibilities, introduction of continuous provision in order to develop the environment and support child initiated learning. This will be clearly led by the class teachers. ○ Training for staff around the new framework. ○ Establishing systems to improve the routines and maximise support for all children. ○ Training around the developments linked with EExAT. Assess how this is working and if improvements need to be made. ○ Child Wellbeing and Involvement will be the highest priorities in Autumn term within the classrooms. ○ Trauma Informed Schools (TISUK) training from last year to be revisited.

	<ul style="list-style-type: none"> ○ Development of the outdoor learning environment will continue. Support for the transformation of the outdoor areas will be provided through the Natural Thinkers programme. ○ re-establishing systems for staff appraisal, in order to improve and develop classroom practice.
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"> ● This needs revisiting now we will have families starting with us where the children will have spent most of their lives indoors and not been mixing with others <ul style="list-style-type: none"> ○ New staff to attend TISUK training. ○ Revisit in staff meetings, evaluation meetings and appraisals.
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 society for many months many children will have missed opportunities for learning and development and some may have temporarily 'lost' skills and characteristics of effective learning. 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. <ul style="list-style-type: none"> ○ We will be looking at extending our Nuture space provision in conjunction with Lambeth. ○ New SENCO to have children with additional needs as her key group. This means that work in supporting these children is not duplicated, and hopefully support is provided in an efficient and targeted way. ○ EYPP - see separate EYPP plan

Equalities Objective for 2021-22
 We will monitor achievement of the following groups closely, to target those at risk of underachieving and narrow the gap: Children that may not have had a wide experience due to the pandemic.

Priority 1	To maintain the financial position and future sustainability of Ethelred.				
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 21	Milestones, March 22	Milestones, July 22

<p>Managing the financial situation while meeting requirements of guidance linked to national pandemic</p>	<p>MM RH and other HoS</p>	<ul style="list-style-type: none"> • Time • Loss of funding due to not being full • Heightened costs of cover if staff are absent 	<ul style="list-style-type: none"> • Risk assessment completed and updated as guidance is released • All procedures are adapted to maximise attendance while managing the safety of all staff and users • Weekly federation SLT meetings are arranged, to share practice • Clear guidelines developed among the teachers around covering staff absence. 	<ul style="list-style-type: none"> • Review risk assessment and procedures if needed 	<ul style="list-style-type: none"> • Review risk assessment and procedures if needed
<p>Maximising SEND funding</p>	<p>MM/SR/FE</p>	<ul style="list-style-type: none"> • At key points through the year • Blocks of SENCO time 	<ul style="list-style-type: none"> • DAF applied for and received • First round of IF applied for and received • January applications started. • Systems set up to manage the high numbers of EHCP applications and annual reviews 	<ul style="list-style-type: none"> • Systems set up to manage the high numbers of EHCP applications 	<ul style="list-style-type: none"> • Systems reviewed and adapted in preparation for next academic year.
<p>Applying for SEND capital funding to secure status as an EY resource base</p>	<p>MM/FE and federation on SLT</p>	<ul style="list-style-type: none"> • Initial meetings with Lambeth SEND team • Building works to create nurture space for constant use • Classroom resources for use by children with specific needs 	<ul style="list-style-type: none"> • Initial meeting with Lambeth to discuss the possibility of Nurture Space expansion across more of the MNS. • Application form submitted to Lambeth • Discussions with Ethelred team around the plans for the spaces • Initial planning around layouts, and resources to purchase 	<ul style="list-style-type: none"> • Decision from the Panel made • Works to start on preparing the space 	<ul style="list-style-type: none"> • if successful, planning begins around staffing, children and layouts of the room • work to move the sensory equipment, in agreement with the Children's Centre. • ongoing resource base funding from Lambeth SEND agreed
<p>Working in partnership with Early Excellence to explore the possibility of hosting face to face learning</p>	<p>MM</p>	<ul style="list-style-type: none"> • Time for meetings with Early Excellence 	<ul style="list-style-type: none"> • Initial meetings to discuss the possibility with Early Excellence • Member of the Early Excellence team to visit the site as a possible location 	<ul style="list-style-type: none"> • If restrictions permit and demand increases courses are booked. 	

Participating in campaign to save nursery schools	MM RH and other HoS	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Responding to any requests for information and attendance at protests • Keeping local MP and councillors up to date with key information • networking with local organisations and schools, to build profile 		
Striving to maintain full numbers.	MM and JS	<ul style="list-style-type: none"> • Time • Loss of funding due to not being full 	<ul style="list-style-type: none"> • Ensuring that admission phone calls are carried out promptly so that parents choose Ethelred • Where needed parent tours are carried out in a safe way • Application completed for January intake, if spaces are available • Preparation of teaching spaces in order to host stay and play sessions • staff post flyers in local community • staff network with local families, and spread the word 	<ul style="list-style-type: none"> • Filling any spaces available prior to census, and then again before the Easter break. • targeting non-funded children the term before they are funded • Stay and play offered if restrictions permit 	<ul style="list-style-type: none"> • Ensuring systems are in place to prepare for September intake well in advance • Stay and play offered if restrictions permit • filming of virtual tour for the website
Monitoring by who and when			HoS, ISC		

Priority 2		To maintain outstanding teaching and learning to ensure children’s outcomes are maximised.			
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 21	Milestones, March 22	Milestones, July 22
SLT to establish themselves within the team, and familiarise themselves with the operations of the school	MM/FE/NH	<ul style="list-style-type: none"> • time for meetings and observations in class 	<ul style="list-style-type: none"> • SLT to have meetings together, set up a routine and rotas. 	<ul style="list-style-type: none"> • regular SLT in place, and clear definition of roles and responsibilities. 	<ul style="list-style-type: none"> • preparation for the following academic year.
Development of the learning environment across the school.		<ul style="list-style-type: none"> • Time for meetings, visits to other settings • Budget to spend on furniture, resources and training 	<ul style="list-style-type: none"> • Evaluation of the learning environment through observations and learning walks • Consultant from Early Excellence to visit • Plan shared with staff team 	<ul style="list-style-type: none"> • furniture ordered • training held for teaching team • further evaluation of learning environment • start of building works 	<ul style="list-style-type: none"> • teaching spaces all set up, and working to a continuous provision model • Staff competent in supporting the children fully through the environment

			<ul style="list-style-type: none"> • Begin to make changes • focus of staff meetings • planning around the development of the nurture space/provision • building works costed and planned 		<ul style="list-style-type: none"> • planning adapted to come inline with changes in provision • A focus on the outdoor learning environment, with training provided by Early Excellence
Development of curriculum plan and classroom planning to support this		<ul style="list-style-type: none"> • Meeting time, planning sessions, training, webinars 	<ul style="list-style-type: none"> • Staff meetings to share changes in EYFS, and ensure we are working to the new framework • learning walk/observations to see the practice in classrooms • Simplify planning formats to encourage focussed discussion in planning meetings • development of a core book list with the teams 	<ul style="list-style-type: none"> • staff meetings to discuss planning format and begin curriculum planning • changes made to address the inefficient use of EExAT for evidence gathering and assessing children. • core book list agreed and clearly displayed within classes 	<ul style="list-style-type: none"> • Curriculum planning agreed, and available widely • Planning formats in place for new academic year • EExAT working more efficiently across the school • Core book list shared with parents
Addressing staffing levels and systems in place		<ul style="list-style-type: none"> • time to observe, meeting time 	<ul style="list-style-type: none"> • Evaluating staffing levels in order to support the geographical space and the children appropriately • Staffing levels improved where needed, or efficiencies in place • monitoring of staffing levels 	<ul style="list-style-type: none"> • review staffing levels as numbers of children change • Staffing structure agreed for budgeting purposes 	<ul style="list-style-type: none"> • review staffing levels as numbers of children change • staffing structure in place for September
Clear systems in place for monitoring of teaching and learning		<ul style="list-style-type: none"> • SLT time for these to happen 	<ul style="list-style-type: none"> • New working relationships developed • Introduce moderation meetings, with teaching team • Systems for learning walks, observations and appraisal set up • Staff meeting times agreed to enable attendance by all teaching staff • Direction of school shared with staff team 	<ul style="list-style-type: none"> • Moderation meetings to happen regularly • learning walks embedded to improve practice • EExAT monitored by SLT 	<ul style="list-style-type: none"> • Review all changes and plan for the next academic year, making any further changes

Monitoring by who and when		HoS, ISC
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Priority 3	To embed learning from Trauma Informed Schools (TISUK) training so that children develop and sustain high levels of wellbeing and involvement and staff feel confident to discuss issues around mental health.				
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Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 21	Milestones, March 22	Milestones, July 22
Supporting parents with the changes that have happened in society due to Covid-19, and sharing strategies to support their children.	MM/FE/NH	<ul style="list-style-type: none"> • Time for meetings, coffee mornings 	<ul style="list-style-type: none"> • enabling staff to have longer periods of time with parents if needed • School visits to take place if home visits are not possible, due to Covid 	<ul style="list-style-type: none"> • School visits to take place if home visits are not possible, due to Covid • Establishing an improved system of record keeping 	<ul style="list-style-type: none"> • School visits to take place if home visits are not possible, due to Covid • review systems established and any improvements for the year ahead
Focus on children's well-being and involvement		<ul style="list-style-type: none"> • Staff meetings, time for learning walks and observations 	<ul style="list-style-type: none"> • Observe the settling process, and this works for children and parents • Analyse the assessment data for new and existing children 	<ul style="list-style-type: none"> • Staff meeting to discuss any changes to be made to settling in for children and parents. • Further discussion in training about well-being and involvement 	<ul style="list-style-type: none"> • Review any new processes for the following academic year
Revisiting TISUK training		<ul style="list-style-type: none"> • In staff meetings touch on this training to evaluate the impact of this • NH to attend TISUK training 	<ul style="list-style-type: none"> • staff meeting time dedicated to this • start to introduce strategies into practice 	<ul style="list-style-type: none"> • review and adapt 	

Monitoring by who and when		HoS, ISC
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Priority 4	Improved outcomes for identified groups of children - EYPP, EAL, vulnerable children, SEND				
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Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 21	Milestones, March 22	Milestones, July 22
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See **EYPP** plan for focus on this group

<p>Improving support for children with SEND or vulnerability</p>	<p>MM/FE/NH</p>	<ul style="list-style-type: none"> • Meeting time • training • time for network meetings • links with established SENCOs in other MNS • Budget to extend resourcing and develop nurture space 	<ul style="list-style-type: none"> • FE to develop overview of all children with SEND • systems set up to maintain records and required paperwork • Relationships developed with FE, as new key worker with the children and families • TA support reorganised for children who need 1:1 support • routines established to provide interventions for groups of children. New interventions introduced • MM to attend all safeguarding meetings, initially • Bid submitted for development of Nurture Space within a classroom 	<ul style="list-style-type: none"> • review of new systems, planning and interventions • Begin to action preparation of the new Nurture Space • Identifying any training needs for staff 	<ul style="list-style-type: none"> • review of new systems, planning and interventions • Nurture Space set up fully • Plans made for staffing of classrooms and nurture space • Forward planning for next academic year • transition routines established, and supportive of all children moving to a new school
<p>Monitoring by who and when</p>			<p>HoS, ISC</p>		

Overarching goals for the next 3 years

Goal 1

Maintaining our position at the heart of the local community as a nursery school and children’s centre offering high quality education and support for families. In a new location expanding our community across a wider location. Where children’s attainment and progress are maximised to ensure they are ready for the next steps in their learning; meeting all children’s individual needs, particularly those with special educational needs and/or disabilities, by exploring the possibility of a nurture space and expanding therapy provision.

Goal 2

Ensure financial viability through exploring options around the Federation and our status as a charitable organisation.

Goal 3

Ensure the nursery school and children's centre are running smoothly in a well-designed, welcoming and safe environment. Ensure the building is used effectively, maximising the opportunities of the new space.

Acronyms

AYR	all year round	ELO	early learning offer	ITERS/ ECERS	infant/toddler environment rating scale (ERS) / early childhood ERS	PVI	private, voluntary, independent (early years providers)	SM	staff meeting
BASC	breakfast and after school club	EY	early years	IWB	interactive white board	S&P	stay and play	SMART	specific, measureable, achievable, results-focused, time-bound
CC	children's centre	EYFS	early years foundation stage	LAC	looked after child	SAO	school admin officer	SSM	shape, space and measures
CLC	connected learning centre	FSM	free school meals	NCT	Non-contact time	SENCO	special educational needs co-ordinator	VC	Vulnerable children
CLPE	centre for literacy in primary education	HV	health visitors	NS	Nursery school	SEND	Special educational needs and disabled	YR	Yellow room (2 year old provision)
EHCP	education, health and care plan	ICT	Information and communication technology	EYPP	Early years pupil premium	SLT	senior leadership team	GPB	Green, purple and blue rooms
HoS	Head of School	NDN A	National Day Nurseries Association	LEAP	Lambeth Early Action Partnership	REAL	Raising early achievement in literacy	EEx	Early Excellence
EExAT	Early Excellence Assessment Tracker	IF	Inclusion funding	DAF	Disability access fund				