

## Ethelred Individual School Committee Meeting

# 2023/24 - School Development Plan - key priorities

### Overview of priorities

\* acronyms list at end of document

#### Effectiveness of leadership and management OR other developments

| Priority  | Current position   |
|---|--|
| 1. To maintain the <b>financial position and future sustainability</b> of Ethelred.   | <ul style="list-style-type: none"> <li>• Ethelred is now in a challenging financial position, due to the negative impact of our low numbers last autumn. We do currently have more children on roll than this time last year, which will bring in some extra funding this year. We will need to maximise our appeal to parents to ensure that we are attracting new 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"> <li>○ Continue to review admissions procedures and systems.</li> <li>○ Ensure we are utilising any opportunities for publicity. Continue building relationships within the local community and organisations that are in the locality.</li> <li>○ Prioritise funding applications to Lambeth SEND: EHCPs; EYIF; DAF.</li> <li>○ Seek out any further grants we can apply for.</li> <li>○ Develop a dedicated nurture space/ SEND provision.</li> <li>○ Look at starting children earlier (as unfunded), in order to ensure they are with us, and not elsewhere for the term they are funded.</li> <li>○ To carefully balance the needs in the classroom with staffing levels, in order to manage the staffing costs.</li> </ul> </li> </ul> |
| 2. To ensure that the <b>building</b> is fully operational and the <b>environments</b> are supportive for all adults and children using the spaces. | <ul style="list-style-type: none"> <li>• Although Ethelred has been operating from this current building for 5 years, there are still ongoing issues that are taking up lots of time from various staff members.               <ul style="list-style-type: none"> <li>○ Ensuring the BMS is fully functioning and efficient. This continues to be an issue, causing problems with heat and water management</li> <li>○ We continue to have issues with flats above throwing items into our spaces. This continues to be an issue even with the extended canopies</li> <li>○ Set up of the nurture space; improving provision for SEND children and enabling us to accept more children with complex needs.</li> <li>○ Further improvement to the outdoor learning space, to bring provide a consistent offer to the indoor provision</li> </ul> </li> </ul>  |
| Quality of teaching, learning and assessment  |  |
| Priority  |  |

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|---|--|
| <p>3. To ensure <b>outstanding teaching and learning</b> to ensure children's outcomes are maximised.</p> | <ul style="list-style-type: none"> <li>• Continue with establishing the new SLT and their input into the teaching and learning. The outdoor environment and resources need further attention to be consistent with the indoor offer for children.                             <ul style="list-style-type: none"> <li>○ SLT to observe in classes in a focussed way, and devise an action plan to work on key points; teamwork, roles and responsibilities, further development of continuous provision in order to support child initiated learning.</li> <li>○ Improving systems and staffing levels to improve the routines and maximise support for all children.</li> <li>○ To develop a curriculum document accessible to parents, staff and other relevant agencies.</li> <li>○ Continue with the development of the use of Evidence Me to enable us to make accurate and effective assessments.</li> <li>○ Revisiting training that has been delivered, and planning for impact within the setting; continuing to drive forward the changes.</li> <li>○ Continue to roll out the Dingley's promise training and gain accreditation for this.</li> </ul> </li> </ul> |
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### Personal development, behaviour and welfare

| Priority  |  |
|---|--|
| <p>4. To develop a <b>nurture provision</b> within the school, that is supporting individual children and small groups.</p> | <ul style="list-style-type: none"> <li>• We have been successful in gaining capital funding linked to developing our SEND provision, we are now in a position to fully develop the learning environment in our Nurture Provision.                             <ul style="list-style-type: none"> <li>○ Audit resources to purchase those that are more suitable and sensory.</li> <li>○ Re-locate the sensory room into the space and develop further.</li> <li>○ Create a workable staffing structure to enable 5 FTE children with complex needs to attend the space. Recruit staff to any vacancies.</li> <li>○ Visit other similar provision to make links and fully understand how to ensure the provision will be a success.</li> </ul> </li> </ul>                    |
| <p>5. To continue to develop a <b>shared direction for the whole team</b> across the Ethelred site.</p>                     | <ul style="list-style-type: none"> <li>• Staff relationships continue to be an area of focus at Ethelred.                             <ul style="list-style-type: none"> <li>○ re-establishing systems around staff appraisal, in order to improve and develop classroom practice. This includes regular learning walks, 1:1 sessions or supervision with a senior member of staff, using creative ways to support staff in developing their skills in reflection and bringing about change.</li> <li>○ Support new staff members in developing relationships within the team.</li> <li>○ Establishing regular meetings for the whole teaching team. The focus of these is to discuss learning, progress, teaching, consistency and forward planning.</li> </ul> </li> </ul> |

### Outcomes for children and other learners

| Priority  |   |
|---|---|
| <p>6. <b>To improve outcomes for identified groups of children</b> - EYPP, EAL, vulnerable children, SEND</p> | <ul style="list-style-type: none"> <li>• Many children will have missed opportunities for learning and development in their short lives, and some may have temporarily 'lost' skills and have had less opportunities to develop their characteristics of effective learning.                             <ul style="list-style-type: none"> <li>○ Links to all points above.</li> <li>○ <b>EYPP - see separate EYPP plan</b></li> </ul> </li> </ul> |

### Equalities Objective for 2023-24

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 impact of the pandemic, those with low well-being and those affected by environmental factors including the pandemic.

| Priority 1   | To maintain the financial position and future sustainability of Ethelred. |  |  |   |   |
|--|---|--|--|---|---|
| Intended outcomes  | Lead person   | Time frame and resources   | Milestones, Dec 23   | Milestones, March 24  | Milestones, July 24   |
| <p>Continue to review admissions procedures and systems:</p> <ul style="list-style-type: none"> <li>• Ensure we are utilising any opportunities for publicity. (school booklet)</li> <li>• Offer stay and play sessions for prospective admissions, and families waiting to start.</li> <li>• Starting children earlier (as unfunded), in order to ensure they are with us, and not elsewhere for the term they are funded.</li> </ul> | MM  | <ul style="list-style-type: none"> <li>• Throughout the year.</li> <li>• HoS time, admin time, meetings, printing of school booklet</li> </ul> | <ul style="list-style-type: none"> <li>• Offering places to families as soon as they are available, considering those that may be unfunded for a few weeks.</li> <li>• Time set up for a regular day to do parent tours/applications.</li> <li>• Careful management of the waiting list.</li> <li>• Regular feedback to current parents on children’s learning in order that they are engaged with us at Ethelred.</li> <li>• Responding to any negative feedback in a timely manner and appropriately, evaluating and making changes where relevant.</li> <li>• Ensuring the Children’s Centre team have access to all publicity.</li> <li>• Website reviewed inline with discussion with marketing company.</li> <li>• Step into nursery to be held throughout the year (stay and play for new/prospective families)</li> <li>• review staffing model to fall in line with numbers of children.</li> </ul> | <ul style="list-style-type: none"> <li>• Parent information booklet prepared. Photographer organised, and information gathered.</li> <li>• virtual tour planned and recorded.</li> <li>• review staffing model to fall in line with numbers of children.</li> </ul> | <ul style="list-style-type: none"> <li>• Booklet ready for September starters.</li> <li>• induction events to happen for prospective families.</li> <li>• Website fully up to date with new information (booklet and virtual tour), and easily accessible to parents.</li> <li>• review staffing model to fall in line with numbers of children.</li> </ul> |
| <p>Building relationships within the local community and</p>   | SLT   | <ul style="list-style-type: none"> <li>• Throughout the year.</li> <li>• SLT time</li> </ul>   | <ul style="list-style-type: none"> <li>• Links made with local organisations.</li> </ul>   | <ul style="list-style-type: none"> <li>• Review of the local area, and contact made with any further link organisations.</li> </ul>   | <ul style="list-style-type: none"> <li>• Plans in place for development of these relationships into the next</li> </ul>   |

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| organisations that are in the locality.  |        |  | <ul style="list-style-type: none"> <li>• Places offered for volunteers from local organisations.</li> <li>• visits into the local community planned.</li> </ul>   |   | year. Invite them to the Summer Social.   |
| Creation of a dedicated nurture provision and becoming part of the Lambeth SEND local offer. | MM, FE | <ul style="list-style-type: none"> <li>• By Spring 2024.</li> <li>• HoS time, SENCO time, funding for capital works from Lambeth</li> <li>• cover costs for visits to similar provision</li> </ul> | <ul style="list-style-type: none"> <li>• Funding agreed by Lambeth</li> <li>• Site survey carried out regarding sensory equipment development</li> <li>• Site survey carried out to make adaptations to current space to ensure children cannot move between linked spaces.</li> <li>• Dates for works approved and begun</li> <li>• Additional resources purchased</li> <li>• Children allocated to resource base</li> <li>• Visits to other nurture provision/resource bases in MNS</li> <li>• staffing structure created, and any recruitment happens</li> <li>• New model discussed with staff</li> </ul> | <ul style="list-style-type: none"> <li>• Further visits to nurture provision/resource bases in MNS</li> <li>• Nurture provision fully functioning at Ethelred</li> <li>• Publicise and promote with relevant agencies</li> <li>• Applications open for Sept 2024</li> </ul> | <ul style="list-style-type: none"> <li>• Review of offer and processes to manage applications to nurture provision</li> <li>• Transition visits for children moving to Reception and those moving into Maytree in September</li> <li>• Open day/coffee morning held for new families accessing the space</li> </ul> |
| Prioritise funding applications to Lambeth SEND: EHCPs; EYIF; DAF.                           | FE     | <ul style="list-style-type: none"> <li>• Throughout the year.</li> <li>• SENCO time</li> </ul>   | <ul style="list-style-type: none"> <li>• New EYIF process used to apply for funding.</li> <li>• Responses reviewed in order to refine applications.</li> <li>• Development of school systems and staff meeting programme to ensure information is gathered in a timely manner.</li> </ul>   | <ul style="list-style-type: none"> <li>• development of school form to gather information for EYIF applications.</li> </ul>   | <ul style="list-style-type: none"> <li>• Process reviewed for the following year.</li> </ul>  |
| Developing a flexible staffing structure that supports the                                   | MM     | <ul style="list-style-type: none"> <li>• Sept, and reviewed through year</li> </ul>  | <ul style="list-style-type: none"> <li>• To develop a plan to respond quickly to the Autumn drop in numbers</li> </ul>  | <ul style="list-style-type: none"> <li>• Review inline with numbers of children and for</li> </ul>  | <ul style="list-style-type: none"> <li>• Recruit to any vacancies in good time for September start.</li> </ul>  |

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| work of the nursery and improves efficiency |  | <ul style="list-style-type: none"> <li>• HoS time, admin time, FBM time, meetings</li> </ul> | <p>of children. this involves using agency staff to slowly fill any staffing shortages.</p> <ul style="list-style-type: none"> <li>• new staffing structure in place to enable more meeting time each day to allow full evaluation meetings, involving all staff.</li> </ul> | budgeting for the following year. | <ul style="list-style-type: none"> <li>• review staffing structure inline with expected numbers for Autumn admissions (potential drop in numbers)</li> </ul> |
| <b>Monitoring by who and when</b>           |  |  |  | HoS, ISC                          |  |

| <b>Priority 2</b>  |                    | <b>To ensure that the building is fully operational and the environments are supportive for all adults and children using the spaces.</b> |  |  |   |
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| <b>Intended outcomes</b>   | <b>Lead person</b> | <b>Time frame and resources</b>   | <b>Milestones, Dec 23</b>  | <b>Milestones, March 24</b>  | <b>Milestones, July 24</b>  |
| Ensuring the BMS is fully functioning                                  | MM, SR             | <ul style="list-style-type: none"> <li>• Before April 2023</li> <li>• HoS time, premises time, FO time, budget to do repairs</li> </ul>   | <ul style="list-style-type: none"> <li>• Seek to find contractors to service and ensure the BMS is running smoothly.</li> </ul>  | <ul style="list-style-type: none"> <li>• Various contractors to attend on site at the same time in order to get the BMS running properly across the site and that key staff are familiar with how the system works.</li> </ul> |   |
| Resolving ongoing issue with flats above                               | MM, SR             | <ul style="list-style-type: none"> <li>• Ongoing</li> <li>• HoS time, FO time, premises time, meetings</li> </ul>                         | <ul style="list-style-type: none"> <li>• Engagement with Lambeth Housing team regarding the issues with the adjoining flats.</li> <li>• Set up programme with Lambeth housing team around clearing of the 2 spaces adjoining the nursery.</li> </ul> | <ul style="list-style-type: none"> <li>• Engagement with Lambeth Housing team regarding the issues with the adjoining flats.</li> </ul>  | <ul style="list-style-type: none"> <li>• Engagement with Lambeth Housing team regarding the issues with the adjoining flats.</li> </ul> |
| Set up of the nurture space and adaptation of the 2 year old provision | SLT                | <ul style="list-style-type: none"> <li>• By Spring 2024.</li> <li>• HoS time, admin time, meetings,</li> </ul>                            | See under priority 1 above   |  |   |

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| Organisation and relocation of furniture in non-teaching spaces                                 | MM     | <ul style="list-style-type: none"> <li>Throughout the year.</li> <li>HoS time</li> </ul>  | <ul style="list-style-type: none"> <li>Staff room re-organised to be more welcoming, and to create a relaxing space</li> <li>Staff library set up within the staff room</li> <li>notice boards set up to ensure information is available for staff in a set place</li> <li>Rubbish collection organised for broken furniture</li> </ul>                                   | <ul style="list-style-type: none"> <li>Office spaces organised, and efficiency improved.</li> <li>Resource area created within the hall for storage of all resources for all classrooms</li> <li>Sheds reorganised to be fully accessible, and only contain resources that are used.</li> <li>All recyclable furniture and resources offered to other settings or charities</li> </ul> | <ul style="list-style-type: none"> <li>Display in window improved in order to 'sell' Ethelred to the passers by</li> <li>displays in corridors improved as 'galleries' of the children's work</li> </ul> |
| Development of outdoor space to maximise learning potential and bring in line with indoor offer | MM, FE | <ul style="list-style-type: none"> <li>Throughout the year</li> <li>MM, FE</li> <li>budget for purchasing of resources</li> <li>meeting time</li> </ul> | <ul style="list-style-type: none"> <li>staff meeting time to discuss and plan for development of outdoors provision</li> <li>time to map out plan, and purchase new resources</li> <li>Make arrangements for current equipment to be assessed for safety and repaired if possible</li> <li>Staff discussions about using the full range of equipment available</li> </ul> | <ul style="list-style-type: none"> <li>Any new equipment installed and being utilised fully</li> <li>Staff meeting/ inset to reorganise outdoor space into zones with key resources available continuously for children's independent use.</li> </ul>  | <ul style="list-style-type: none"> <li>review for the summer term resources, and further purchases needed.</li> </ul>  |
| <b>Monitoring by who and when</b>   |        |   |   | HoS, ISC   |  |

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| <b>Priority 3</b>   | <b>To ensure outstanding teaching and learning to ensure children's outcomes are maximised.</b> |  |  |  |   |
| <b>Intended outcomes</b>  | <b>Lead person</b>  | <b>Time frame and resources</b>  | <b>Milestones, Dec 23</b>  | <b>Milestones, March 24</b>  | <b>Milestones, July 24</b>  |
| Further development of continuous provision in order to develop the environment and support child initiated learning. | SLT   | <ul style="list-style-type: none"> <li>Throughout the year.</li> <li>HoS time, meetings, budget for</li> </ul> | <ul style="list-style-type: none"> <li>review of new set up in OR, for 2 year olds.</li> <li>New resources and furniture ordered.</li> </ul> | <ul style="list-style-type: none"> <li>1 year on, review of provision in GR to happen, changes made if appropriate.</li> <li>federation curriculum policy introduced.</li> </ul> | <ul style="list-style-type: none"> <li>collaboration on Ethelred curriculum plans for the whole setting.</li> </ul> |

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|  |     | furniture and resources  | <ul style="list-style-type: none"> <li>plans made for development of outdoor space.</li> </ul>   |  |  |
| Improving systems to improve the routines and maximise support for all children.         | MM  | <ul style="list-style-type: none"> <li>Throughout the year.</li> <li>HoS time,</li> </ul>                            | <ul style="list-style-type: none"> <li>TA roles reviewed</li> <li>Classroom routines reviewed</li> </ul>   | <ul style="list-style-type: none"> <li>TA roles reviewed</li> <li>Classroom routines reviewed</li> </ul>               | <ul style="list-style-type: none"> <li>TA roles reviewed</li> <li>Classroom routines reviewed</li> </ul> |
| Revisiting training that has been delivered, and planning for impact within the setting. | SLT | <ul style="list-style-type: none"> <li>Throughout the year.</li> <li>HoS time, meetings,</li> </ul>                  | <ul style="list-style-type: none"> <li>Training booked and organised</li> <li>discussions regarding past training to happen in staff meetings and planning meetings. This will keep focus on what we are achieving within the classrooms.</li> </ul>                           |  |  |
| Roll out of Dingley's Promise training and seek accreditation.                           | MM  | <ul style="list-style-type: none"> <li>Throughout the year.</li> <li>HoS time, meetings,</li> </ul>                  | <ul style="list-style-type: none"> <li>Roll out of these modules planned over the year.</li> <li>all new staff to ensure they have a log in to access modules</li> <li>staff meeting discussions to happen regarding our own practice after completing the modules.</li> </ul> |  |  |
| Use of core books to support the planning and offer across the nursery.                  | SLT | <ul style="list-style-type: none"> <li>Throughout the year.</li> <li>HoS time, meetings, budget for books</li> </ul> | <ul style="list-style-type: none"> <li>Core books displayed in key areas in school</li> </ul>  | <ul style="list-style-type: none"> <li>core books reviewed to demonstrate progress across the whole setting</li> </ul> | <ul style="list-style-type: none"> <li>core books reviewed and changed if needed.</li> </ul>             |
| <b>Monitoring by who and when</b>  |     |  |  | HoS, ISC   |  |

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| <b>Priority 4</b>   |                    | <b>To develop a nurture provision within the school, that is supporting individual children and small groups.</b>        |  |  |   |
| <b>Intended outcomes</b>  | <b>Lead person</b> | <b>Time frame and resources</b>  | <b>Milestones, Dec 23</b>  | <b>Milestones, March 24</b>  | <b>Milestones, July 24</b>  |
| Audit resources to purchase those that are more suitable for a nurture provision. | FE                 | <ul style="list-style-type: none"> <li>By Easter 2024</li> <li>SENCO time, budget for resources and equipment</li> </ul> | <ul style="list-style-type: none"> <li>Audit of resources made, and wish list created</li> <li>Create full action plan with timeline for key steps along the way.</li> </ul> | <ul style="list-style-type: none"> <li>resources purchased and plan in place for full installation and building works</li> </ul> | <ul style="list-style-type: none"> <li>review of resources in preparation for the new year</li> </ul> |
| <b>Monitoring by who and when</b>   |                    |  |  | HoS, ISC   |   |

| <b>Priority 5</b>  |                    | <b>To continue to develop a sense of team across the Ethelred site.</b>   |  |  |  |
|--|--------------------|---|--|--|--|
| <b>Intended outcomes</b>   | <b>Lead person</b> | <b>Time frame and resources</b>   | <b>Milestones, Dec 23</b>  | <b>Milestones, March 24</b>  | <b>Milestones, July 24</b>   |
| Re-establishing systems for staff appraisal, in order to improve and develop classroom practice. | MM                 | <ul style="list-style-type: none"> <li>By April 2024</li> <li>HoS time, meetings, cover for meetings</li> </ul> | <ul style="list-style-type: none"> <li>Procedure for staff appraisals agreed, in order to be most effective.</li> <li>Supervision for all staff arranged.</li> </ul>   | <ul style="list-style-type: none"> <li>All classroom staff to have completed appraisal cycle appraisal.</li> </ul> |  |
| Managing staff absence levels  | MM                 | <ul style="list-style-type: none"> <li>Throughout the year.</li> <li>HoS time, meetings, HR support</li> </ul>  | <ul style="list-style-type: none"> <li>Clarity of systems and procedures to staff</li> <li>Only HoS to manage return to work meetings, and have oversight of all absence</li> <li>HR involved where necessary</li> </ul> |  |  |
| Supporting all staff in developing positive working relationships with all of their colleagues.  | MM                 | <ul style="list-style-type: none"> <li>Throughout the year.</li> <li>HoS time, meetings, HR support</li> </ul>  | <ul style="list-style-type: none"> <li>MM to make observations, support staff with individual issues.</li> </ul>   | <ul style="list-style-type: none"> <li>Staff meeting to discuss issues and make plans of ways forward.</li> </ul>  | <ul style="list-style-type: none"> <li>Review processes in place, and plan for further developments</li> </ul> |
| <b>Monitoring by who and when</b>  |                    |   |  | HoS, ISC   |  |

| <b>Priority 6</b>   |                    | <b>To improve outcomes for identified groups of children - EYPP, EAL, vulnerable children, SEND</b> |                           |                             |                            |
|---|--------------------|---|---------------------------|-----------------------------|----------------------------|
| <b>Intended outcomes</b>  | <b>Lead person</b> | <b>Time frame and resources</b>   | <b>Milestones, Dec 23</b> | <b>Milestones, March 24</b> | <b>Milestones, July 24</b> |
| We will be looking at extending our Nature space provision in conjunction with Lambeth. | MM                 |   |                           | See above                   |                            |
| Also links to points 2 and 6 above and <b>EYPP plan</b>                                 | MM                 |   |                           | See EYPP plan               |                            |
| <b>Monitoring by who and when</b>   |                    |   |                           | HoS, ISC                    |                            |



## 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 introducing 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 space.

## Acronyms

|      |  |      |                              |                 |   |       |   |       |  |
|------|--|------|------------------------------|-----------------|---|-------|---|-------|--|
| AYR  | all year round                           | ELO  | early learning offer         | ITERS/<br>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                  | OR    | Orange room (2 year old provision)                             |

Ethelred School Development Plan 2023/24

|      |                                 |       |  |      |                                  |      |   |     |                      |
|------|---------------------------------|-------|--|------|----------------------------------|------|---|-----|----------------------|
| EHCP | education, health and care plan | ICT   | Information and communication technology | EYPP | Early years pupil premium        | SLT  | senior leadership team                                      | GR  | Green room           |
| HoS  | Head of School                  | NDN A | National Day Nurseries Association       | LEAP | Lambeth Early Action Partnership | REAL | Raising early achievement in literacy                       | EEx | Early Excellence     |
| EM   | Evidence Me                     | IF    | Inclusion funding                        | DAF  | Disability access fund           | BMS  | Building management System (heating, cooling and hot water) | CP  | Continuous provision |