

Ethelred Individual School Committee Meeting

2025/26 - 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 financial position and future sustainability of Ethelred.	<p>Ethelred continues to be in a challenging financial position, due to the negative impact of lower numbers. If we can maintain the same numbers as last year, there will be no clawback. 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.</p> <ul style="list-style-type: none"> • Continue to review admissions procedures and systems. • Continue to prioritise funding applications to Lambeth SEND: EHCPs; EYIF; DAF. • Seek out any further grants we can apply for. • Start children earlier (as unfunded), in order to ensure they are with us, and not elsewhere for the term they are funded. • To carefully balance the needs in the classroom with staffing levels, in order to manage the staffing costs.

Quality of teaching, learning and assessment

Priority	
2. To ensure outstanding teaching and learning to ensure children's outcomes are maximised.	<p>Unfortunately, progress to develop consistent approaches to outstanding teaching and learning for all children by all staff members has not been achieved. This will be the main focus of the year for senior leaders in the school. We will work across the team to ensure that progress markers are clear, and there is clarity in how the curriculum will provide a clear intention of what will be taught to the children each term. All documentation that ties into this will be reviewed in order to be fit for purpose.</p> <ul style="list-style-type: none"> • To develop the curriculum and planning documentation and systems; and the implementation of this across all spaces. <ul style="list-style-type: none"> ○ Providing curriculum documentation for the teams to work from ○ Review of planning documentation to demonstrate the curriculum in practice ○ Triangulation of all systems with a focus on children's learning and development ○ Further development of the use of Evidence Me to enable accurate and effective assessments that move on learning ○ Further support around understanding of what continuous provision is, and how it supports children's learning across the setting • Continue with developing the SLT and their input into consistent and high quality teaching and learning opportunities for all children. The school will review its use of continuous provision and open-ended resourcing of both the indoor and outdoor environments, in an effort to plan for both consolidation and the teaching of new ideas and skills. <ul style="list-style-type: none"> ○ Support in place to develop the roles and responsibilities of the senior staff and how they monitor and develop practice across the setting

	<ul style="list-style-type: none"> ○ SLT to develop their skills in observing in classes and providing feedback in order to make positive changes in practice and outcomes for children ○ Revisiting training that has been delivered, and planning for impact within the setting; continuing to drive forward the changes. ○ Senior leaders to plan and deliver staff meetings and planning meetings with the intention of raising standards of teaching and learning.
Personal development, behaviour and attitudes	
Priority	
3. To further develop the nurture provision within the school, that is supporting individual children and small groups.	<p>The Nurture provision is now running well, and is over subscribed. Paperwork and procedures, including planning and curriculum overviews, will be reviewed and developed to ensure consistently high quality learning opportunities for all children.</p> <ul style="list-style-type: none"> ● Link with similar provision to fully understand how to ensure the provision will be a success, and use strategies that are working elsewhere ● Develop planning formats for continuous provision and intervention/support groups. ● Source relevant training for the team working in this space ● develop admissions policy for clarity and transparency. (May be led by Lambeth)
4. To continue to develop a shared direction for the whole team across the Ethelred site.	<p>Staff professional relationships continue to be an area of focus at Ethelred. Federation Senior leaders will work closely with SLT to clarify and develop roles and responsibilities and ensure there is appropriate support and monitoring/review of agreed targets to ensure progress is made.</p> <ul style="list-style-type: none"> ● full action plan developed in order to manage this priority more closely, and with tailored and specific support ● With a number of new staff members we need to ensure that induction is supportive for them in developing the required practice and procedures across the setting ● Continue to support the team with their communication with each other, other adults and children ● Continue to ensure all policies and procedures are understood and that all staff can follow them consistently, which includes asking for help and support when needed.
Outcomes for children and other learners	
Priority	
5. To improve outcomes for identified groups of children - EYPP	<p>With the expansion of the EYPP to the youngest children in our setting, we need to ensure we are supporting their continued development.</p> <ul style="list-style-type: none"> ● EYPP - see separate EYPP plan
Climate Action Plan	
Priority	

6. To develop our climate action plan by the end of 2025	<p>Schools in the UK are required to have a Climate Action Plan and a designated Sustainability Lead by 2025, according to the Department for Education's strategy. The plan must outline how the school will contribute to a sustainable future, and the lead is responsible for championing and implementing it.</p> <p>As the building is 6 years old, there are inbuilt efficiencies already in place (sensored lighting, heating/cooling system, double glazed windows, etc)</p> <ul style="list-style-type: none"> • Sustainability lead to be in place • Apply for Nature Park grant to develop biodiversity across spaces • Key points to be developed to ensure we are working towards a sustainable future <ul style="list-style-type: none"> ○ Ensure lighting is working efficiently ○ Support staff, children and families in a better understanding of recycling ○ provide resources to ensure we are maximising the natural resources and reusing whatever we can (water, food waste, garden waste)
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Equalities Objective for 2025-26

We will monitor achievement of the following groups closely, to target those at risk of underachieving and narrow the gap: Children with low well-being, those children that are vulnerable, boys, children that attend less than 5 days per week, or attend for less than 1 academic year.

Priority 1	To maintain the financial position and future sustainability of Ethelred.				
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 25	Milestones, March 26	Milestones, July 26
Prioritise funding applications to Lambeth SEND: EHCPs; EYIF; DAF.	FE, LP	<ul style="list-style-type: none"> • Throughout the year. • SENCO time • Staff meeting time 	<ul style="list-style-type: none"> • Deadlines met, and funding successfully applied for. • EYEs supported in providing relevant evidence for applications to be successful. 	<ul style="list-style-type: none"> • Deadlines met, and funding successfully applied for. • EYEs supported in providing relevant evidence for applications to be successful. 	<ul style="list-style-type: none"> • Deadlines met, and funding successfully applied for. • EYEs supported in providing relevant evidence for applications to be successful.
Applications for any grants made	MM	<ul style="list-style-type: none"> • Time to complete applications, and implement if successful 	<ul style="list-style-type: none"> • Investigate any available grants we are able to apply for 	<ul style="list-style-type: none"> • Make applications 	<ul style="list-style-type: none"> • Implement and evaluate impact; if successful
Developing a flexible staffing structure that supports the work of the nursery and improves efficiency	MM	<ul style="list-style-type: none"> • Sept, and reviewed through year 	<ul style="list-style-type: none"> • To develop a plan to respond quickly to the Autumn drop in numbers of children. This involves 	<ul style="list-style-type: none"> • Review inline with numbers of children and for budgeting for the following year. 	<ul style="list-style-type: none"> • Recruit to any vacancies in good time for September start.

		<ul style="list-style-type: none"> • HoS time, admin time, FBM time, meetings 	using agency staff to slowly fill any staffing shortages.	<ul style="list-style-type: none"> • redeploy staff where possible to do interventions, or offer extra support to individual children. 	<ul style="list-style-type: none"> • review staffing structure inline with expected numbers for Autumn admissions (potential drop in numbers)
Monitoring by who and when				HoS, ISC	

Priority 2		To ensure outstanding teaching and learning to ensure children’s outcomes are maximised.			
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 25	Milestones, March 26	Milestones, July 26
Continued development of continuous provision in order to ensure that children’s learning is maximised across the setting	SLT	<ul style="list-style-type: none"> • Throughout the year. • HoS time, meetings, budget for furniture and resources 		<ul style="list-style-type: none"> • plans made for development of outdoor space. • plans developed for each area in each space. 	<ul style="list-style-type: none"> • Resources purchased • Planning developed for continuous provision areas.
Development of curriculum in order to represent the provision, and the direction of children’s learning towards agreed end goals.	SLT	<ul style="list-style-type: none"> • Throughout the year. • HoS time, meeting time, learning walks, EHT time 	<ul style="list-style-type: none"> • Core books reviewed and agreed for each space • completion of curriculum documentation • document shared with parents/ carers and available on the website • discussion around moderation of Evidence Me (federation SLT) 	<ul style="list-style-type: none"> • evaluate the previous term, and make any adjustments that are needed. • Focus on how children develop specific skills and how we teach this. • moderate Evidence Me. • support staff in developing their evidence of children’s learning, and then assessing this. • support SLT in carrying out learning walks to assess the impact of the curriculum. 	<ul style="list-style-type: none"> • evaluate the previous term, and make any adjustments that are needed. • Focus on how children develop specific skills and how we teach this. • moderate Evidence Me. • support staff in developing their evidence of children’s learning, and then assessing this.
Support children in their speech and language development, with a focus on early identification of need, and targeted interventions. (EYPP)	MM, FE	<ul style="list-style-type: none"> • Over the year • meeting time • copy of the WellComm pack 	<ul style="list-style-type: none"> • All children screened, parents informed of this and the outcome • children referred for SALT if they scored red • interventions 	<ul style="list-style-type: none"> • intervention groups for children scoring amber • further support from SALT team • New children screened 	<ul style="list-style-type: none"> • intervention groups for children scoring amber • further support from SALT team • New children screened

		<ul style="list-style-type: none"> TA/EYE/ teacher time to assess children and run intervention programmes. 			<ul style="list-style-type: none"> Children reassessed after intervention 	
Participate in the Early Years Conversation Project	MM, NH	<ul style="list-style-type: none"> Time to participate in training/ meetings time for screening for the research to take place 	<ul style="list-style-type: none"> attend training roll out training in school <ul style="list-style-type: none"> staff using videos of themselves to evaluate their practice and make changes to improve 	<ul style="list-style-type: none"> continue with roll out of work <ul style="list-style-type: none"> staff using videos of themselves to evaluate their practice and make changes to improve 	<ul style="list-style-type: none"> review process and plan for embedding next year 	
Revisiting training that has been delivered, and planning for impact within the setting.	SLT	<ul style="list-style-type: none"> Throughout the year. HoS time, meetings, 	<ul style="list-style-type: none"> discussions regarding past training to happen in staff meetings and planning meetings. This will keep focus on what we are achieving within the classrooms. booklet prepared of past training and reminders 			
Monitoring by who and when				HoS, ISC		

Priority 3		To further develop a nurture provision within the school, that is supporting individual children and small groups.				
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 25	Milestones, March 26	Milestones, July 26	
developing best practice within the nurture provision to maximise outcomes for all children	FE	<ul style="list-style-type: none"> throughout year SENCO time meeting time with team 	<ul style="list-style-type: none"> visits for NP staff to other settings establishing internal systems- planning, assessments, team development working on EHCP applications and EYIF funding 	<ul style="list-style-type: none"> develop admissions procedure for NP, alongside other federation schools 	<ul style="list-style-type: none"> Prepare for September admissions to space Make any staffing adjustments for September intake 	
Monitoring by who and when				HoS, ISC		

Priority 4		To continue to develop a shared direction for the whole team across the Ethelred site.			
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 25	Milestones, March 26	Milestones, July 26
Re-establishing systems for staff appraisal, in order to improve and develop classroom practice and peer relationships.	MM	<ul style="list-style-type: none"> HoS time, meetings, cover for meetings 	<ul style="list-style-type: none"> Procedure for staff appraisals agreed, in order to be most effective. meetings for all staff arranged. 	<ul style="list-style-type: none"> All classroom staff have begun the next appraisal cycle. 	<ul style="list-style-type: none"> All classroom staff have reviewed appraisal targets prior to the end of year.
Supporting all staff in developing positive working relationships with all of their colleagues.	MM	<ul style="list-style-type: none"> Throughout the year. HoS time, meetings, HR support 	<ul style="list-style-type: none"> Learning walks planned to support staff with individual issues. 	<ul style="list-style-type: none"> Staff meeting to discuss issues and make plans of ways forward. 	<ul style="list-style-type: none"> Review processes in place, and plan for further developments
Monitoring by who and when				HoS, ISC	

Priority 5		To improve outcomes for identified groups of children - EYPP			
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 25	Milestones, March 26	Milestones, July 26
Also links to points above and EYPP plan	MM			See EYPP plan	
Monitoring by who and when				HoS, ISC	

Priority 6		Climate action plan - To ensure the school contributes to a sustainable future for the climate			
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 25	Milestones, March 26	Milestones, July 26
<ul style="list-style-type: none"> Apply for Nature Park grant to develop biodiversity across the outdoor spaces 	MM (sustainability lead)	<ul style="list-style-type: none"> Time to complete application 	<ul style="list-style-type: none"> Research plans and ideas for application for Nature Park funding Complete tasks to begin application once live 	<ul style="list-style-type: none"> application complete for funding of £5K orders placed before budget closes 	<ul style="list-style-type: none"> project complete and report submitted on spend and impact

		<ul style="list-style-type: none"> • Time to place orders and draw up plans 		<ul style="list-style-type: none"> • planting and development of areas begins • resources to support activities and learning opportunities with the children shared 	
<ul style="list-style-type: none"> ○ Ensure lighting is working efficiently 		<ul style="list-style-type: none"> • time for site survey of lighting 		<ul style="list-style-type: none"> • survey of lighting carried out by PO, Fo, HoS • Plan for any alterations made, and costed 	<ul style="list-style-type: none"> • actions implemented from site survey across the school
<ul style="list-style-type: none"> ○ Support staff, children and families in a better understanding of recycling 		<ul style="list-style-type: none"> • Planning time • resources • time for coffee morning session 		<ul style="list-style-type: none"> • Make plans for sessions for the summer term <ul style="list-style-type: none"> ○ links to classroom planning around recycling ○ plans for coffee morning for parents around recycling, if agencies available to support this 	<ul style="list-style-type: none"> • Planned sessions to take place for parents and children
<ul style="list-style-type: none"> ○ provide resources to ensure we are maximising the natural resources and reusing whatever we can (water, food waste, garden waste) 		<ul style="list-style-type: none"> • resources • time to assess situation and place orders 		<ul style="list-style-type: none"> • staff meeting to have a discussion focussed on how we can improve systems and recycle more and waste less across the school 	<ul style="list-style-type: none"> • activate plans made across the school • resources bought that may support this • reminders placed around the school (turn off devices/chargers/lights etc)
Monitoring by who and when				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. 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, through our developing 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 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/ 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)
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	NDNA	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