

## 2021/22 - School Improvement Plan - key priorities

### Overview of priorities and rationale

\* 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 Maytree.	<ul style="list-style-type: none"> <li>We have suffered a loss in income and increase in expenditure since March 2020, due to the restrictions of the Covid-19 pandemic. We need to maximise income now that society is returning to normal.</li> <li>Due to the pandemic the government has also been postponing the spending review which may determine our financial future. This has still not happened. We need to participate in all campaigns to ensure we are heard, and considered.</li> <li>We will resume face to face training sessions for Early Excellence this year. This will be in a careful and considered way. This will bring in some added income.</li> <li>We are doing all we can to attract new families, meeting them very quickly, offering stay and play sessions, being as flexible as we can.</li> <li>Managing the way in which we apply for SEND funding in order to increase our income here, and fund our staffing.</li> </ul>
2. Complete snagging on the <b>new build</b> and ensure all spaces are functioning efficiently.	<ul style="list-style-type: none"> <li>We moved into the new building in Jan 2019, and are still awaiting appropriate response to our defects; many issues are still outstanding.</li> <li>We need to get some work done outside of the defects list to improve the usage of the building.</li> <li>We are also now implementing systems to manage the building better, and there are more that need setting up and others need refining.</li> </ul>
3. To support the new <b>staffing structure</b> in place for the teachers.	<ul style="list-style-type: none"> <li>The HoS will be working across 2 schools in the Federation this year. Support in place for the remaining teachers in managing the school in her absence.</li> <li>We also have a new structure in place in Yellow Room, as 2 members of the team have moved on from Maytree. This has increased the teacher input, along with the SENCO support.</li> </ul>

#### Quality of education (Intent, Implementation, Impact)

Priority	Current position
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<p>4. To maintain <b>outstanding teaching and learning</b> to ensure children’s outcomes are maximised during the recovery from <b>Covid-19 pandemic</b>.</p>	<ul style="list-style-type: none"> <li>• We have our second day training for the next module of the Froebel course. The first day had an immediate impact in the classroom. This will link with the need for us to increase our support around language development, as a result of Covid.</li> <li>• With Covid having an impact on the children’s readiness to learn, we will need to adapt our offer within the classroom in order to support the wide range of needs.</li> <li>• We will be continuing with the LEAP REAL project. This focuses on developing early reading skills and behaviours in homes with families.</li> <li>• With the focus on curriculum development we will also be ensuring that this has been reviewed in line with expectations and creating a curriculum document.</li> <li>• We are now working to a new EYFS framework, so we will be ensuring that we are implementing any changes in line with this. This will also link with the work on curriculum development, and planning.</li> </ul> <p>See EYPP strategy for further details</p>
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**Behaviour and attitudes**

Priority	Current position
<p>5. To ensure that children and families are <b>well supported</b> in moving out of the restrictions from the pandemic. (this also links to the following section)</p>	<p>See EYPP strategy for further details</p> <ul style="list-style-type: none"> <li>• We know that situations have changed for families over the pandemic in many ways. We also have changes in the systems supporting the work of the Children’s Centre. These two things may mean that the nursery staff may be supporting our families more with the challenges they face.</li> <li>• We also know that many of the children we are now accepting into our nursery have spent most of their lifetime in a lockdown situation, with little contact outside of the family home. This may result in issues around behaviour that we will need to focus on.</li> <li>• We also need to support our parents as we come out of lockdown, so are looking at offering regular coffee awnings, and times for them to meet together and with our staff.</li> </ul>

**Personal development**

Priority	Current position
<p>6. To ensure that we are offering a range and variety of <b>healthy food</b> across all services (BASC and holidays) and meeting the <b>new requirements</b> in the EYFS</p>	<ul style="list-style-type: none"> <li>• We need to re-establish the menus that we developed previously, as these services restart. This also needs to be rolled out across the extended services.</li> <li>• With the introduction of oral hygiene in the new framework, we will need to think about how we bring this into our work.</li> </ul>

**Outcomes for children and other learners (SEE 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 Maytree during the Covid-19 pandemic.			
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 21	Milestones, March 22	Milestones, July 22
Managing the <b>financial situation</b> while meeting requirements of guidance linked to national pandemic	MM RH and other HoS	<ul style="list-style-type: none"> <li>• Time</li> <li>• Loss of funding due to not being full</li> <li>• Heightened costs of cover if staff are absent</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessment completed and updated as guidance is released</li> <li>• All procedures are adapted to maximise attendance while managing the safety of all staff and users</li> <li>• Weekly federation SLT meetings are arranged, to share practice</li> <li>• Clear guidelines developed among the teachers around covering staff absence.</li> </ul>	<ul style="list-style-type: none"> <li>• Review risk assessment and procedures if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Review risk assessment and procedures if needed</li> </ul>
Maximising <b>SEND funding</b>	AMK	<ul style="list-style-type: none"> <li>• At key points through the year</li> <li>• Blocks of SENCO time</li> </ul>	<ul style="list-style-type: none"> <li>• DAF applied for and received</li> <li>• First round of IF applied for and received</li> <li>• January applications started.</li> <li>• Systems set up to manage the high numbers of EHCP applications and annual reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Systems set up to manage the high numbers of EHCP applications</li> </ul>	<ul style="list-style-type: none"> <li>• Systems reviewed and adapted in preparation for next academic year.</li> </ul>
Working in partnership with <b>Early Excellence</b> to host face to face learning	MM MK	<ul style="list-style-type: none"> <li>• Time for review meetings, and to prepare the space</li> </ul>	<ul style="list-style-type: none"> <li>• SLA agreed for charges for the room, admin support and refreshments.</li> <li>• Initial course is held on site, and reviewed with EEx team.</li> </ul>	<ul style="list-style-type: none"> <li>• If restrictions permit further courses are booked.</li> </ul>	
Participating in campaign to <b>save nursery schools</b>	MM RH and other HoS	<ul style="list-style-type: none"> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to any requests for information and attendance at protests</li> <li>• Keeping local MP and councillors up to date with key information</li> </ul>		
Striving to maintain full <b>numbers.</b>	MM and CF	<ul style="list-style-type: none"> <li>• Time</li> <li>• Loss of funding due</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that admission phone calls are carried out</li> </ul>	<ul style="list-style-type: none"> <li>• Filling any spaces available prior to census, and then again before the Easter break.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring systems are in place to prepare for September intake well in advance</li> </ul>

		to not being full	<p>promptly so that parents choose Maytree</p> <ul style="list-style-type: none"> <li>• Where needed parent tours are carried out in a safe way, when fewer or no children and staff are on site</li> <li>• Interested parents are directed to the virtual tour on the website if unable to visit in person</li> <li>• Application completed for January intake, if spaces are available</li> <li>• Stay and play offered if restrictions permit</li> </ul>	<ul style="list-style-type: none"> <li>• Stay and play offered if restrictions permit</li> </ul>	<ul style="list-style-type: none"> <li>• Stay and play offered if restrictions permit</li> </ul>
<b>Monitoring by who and when</b>			ISC and RC		

### Priorities - detail and milestones

Priority 2					
Complete snagging on the new build and ensure all spaces are functioning efficiently.					
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 21	Milestones, March 22	Milestones, July 22
All <b>defects</b> / works on the building complete and rectified	MM, HM, MT	<ul style="list-style-type: none"> <li>• Time to follow up, and monitor works completed</li> <li>• Time/pay for out of school hours for works to be completed (SLT, PO)</li> </ul>	<ul style="list-style-type: none"> <li>• Final follow up with MTVH on progress of these works, ensure Lambeth and governors are informed/ involved. All works to be carried out within current guidelines to ensure safety of all involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Letter to MTVH requesting permission to carry out improvement works submitted</li> </ul>	<ul style="list-style-type: none"> <li>• Permission granted and works to begin on buggy store</li> </ul>
Liaise with Lambeth to rectify the issues with the <b>heating/cooling</b> of the building	RH HM Governors	<ul style="list-style-type: none"> <li>• Time to attend meetings</li> </ul>	<ul style="list-style-type: none"> <li>• In regular meetings with Lambeth continue to raise this ongoing issue. The aim is to secure funding for this to be fully rectified.</li> </ul>		

	LA				
Further development and greening of GPB <b>outdoor space</b>	MM	<ul style="list-style-type: none"> <li>• Time for meetings</li> <li>• Cost of gardening team</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain quotes, and discuss requirements with gardening team</li> </ul>	<ul style="list-style-type: none"> <li>• Work to commence to improve the outdoor space</li> </ul>	
<b>Monitoring by who and when</b>			Governor visits: TBC Attending key meetings: MM, HM, RH		

<b>Priority 3</b>		<b>To support the new staffing structure in place for the teachers</b>			
<b>Intended outcomes</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 21</b>	<b>Milestones, March 22</b>	<b>Milestones, July 22</b>
To <b>support the teachers</b> as they move into an adapted role in managing the school in the absence of the HoS.	PO'C AMK MM	<ul style="list-style-type: none"> <li>• Time for meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Timetable created and shared</li> <li>• Systems developed and communicated to key staff</li> <li>• HoS at Maytree initially for the afternoons, moving towards a half week split around half term.</li> <li>• Meeting times and dates agreed so that key meetings still continue to happen (VCM).</li> </ul>	<ul style="list-style-type: none"> <li>• Systems reviewed and changes made if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Systems reviewed and changes made if necessary.</li> <li>• Plans made for the following academic year.</li> </ul>
To support the <b>Yellow Room</b> team, children and families in changes to staffing.	PO'C AMK MM	<ul style="list-style-type: none"> <li>• Time for meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Timetable created and shared. This is to ensure continuity and consistency for all involved</li> <li>• Close working with POC and AMK to continue in order to maintain stability for the team</li> <li>• Roles and responsibilities within the space are agreed and shared with all team</li> </ul>	<ul style="list-style-type: none"> <li>• Systems reviewed and changes made if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Systems reviewed and changes made if necessary.</li> <li>• Plans made for the following academic year.</li> </ul>
<b>Monitoring by who and when</b>				HoS, ISC	

<b>Priority 4</b> <b>To maintain outstanding teaching and learning to ensure children’s outcomes are maximised during the recovery from Covid-19 pandemic.</b>					
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 21	Milestones, March 22	Milestones, July 22
The evaluation of the changes made to the immediate learning <b>environment</b> , and the impact of guidelines linked to the pandemic, and the low entry points for incoming children.	AMK PO'C MM	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Budget for resources</li> </ul>	<ul style="list-style-type: none"> <li>• Review of provision, and that it is still meeting the needs of all children, and supports the lower points of entry</li> </ul>	<ul style="list-style-type: none"> <li>• Review of provision, and that in it is still meeting the needs of all children, and supports the lower points of entry</li> </ul>	<ul style="list-style-type: none"> <li>• Review of provision, and that in it is still meeting the needs of all children, and supports the lower points of entry</li> </ul>
<b>Small group work</b> for children at risk of underachievement is effective. Focus on well-being, developing relationships and extending language development. (Links to EYPP)	AMK PO'C MM JW	<ul style="list-style-type: none"> <li>• Cover for staff to focus on small groups.</li> <li>• Time to plan and prepare sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking Tables reviewed to alter the new format and timetabled.</li> <li>• WelComm tool used to assess children’s language and target the support they need.</li> <li>• Use assessments and knowledge of children to select groups to receive focussed support.</li> <li>• Focus of sessions revised to meet changes in needs due to impact of lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress of focus groups moderated and reviewed at mid-year data.</li> <li>• New children selected to participate.</li> </ul>	<ul style="list-style-type: none"> <li>• Select named children for visits, if able to go ahead.</li> </ul>
Developing a shared understanding of our intent ( <b>curriculum</b> ) and implementation of it	PO'C AMK MM	<ul style="list-style-type: none"> <li>• Staff meeting time</li> <li>• Inset time</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions in staff meetings and evaluation meetings regarding our curriculum for our current cohort</li> </ul>	<ul style="list-style-type: none"> <li>• Inset day to develop a curriculum document.</li> <li>• Share information with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated MT curriculum published and in use across the school</li> <li>• To be reviewed at the end of year, and adaptations made for the following year.</li> <li>• Prepare information booklets for parents on key topics.</li> </ul>
Developing <b>planning</b> formats and procedures to take into account the changes to the environment, and curriculum	AMK PO'C MM	<ul style="list-style-type: none"> <li>• Staff meeting time</li> <li>• SLT time</li> </ul>	<ul style="list-style-type: none"> <li>• To research planning formats to meet the needs of our continuous provision.</li> <li>• New planning formats implemented, and an effective</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings to evaluate proformas, and discuss practicalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings to evaluate proformas, and discuss practicalities, any adjustments made for following year.</li> </ul>

			tool to drive forward progress and record planning		
Implementing <b>changes to EYFS</b>	AMK PO'C MM	<ul style="list-style-type: none"> <li>• Staff meeting time</li> <li>• SLT time</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting time to highlight, share and discuss changes.</li> <li>• Any changes are clear in policies, procedures and classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Review changes and adapt</li> <li>• Share information with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Review changes and adapt</li> </ul>
<b>Monitoring by who and when</b>			SIA and ISC		

<b>Priority 5</b>		<b>To ensure that children and families are well supported in moving out of the restrictions from the pandemic. (this also links to the above section).</b>			
<b>Intended outcomes</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 21</b>	<b>Milestones, March 22</b>	<b>Milestones, July 22</b>
<b>Supporting parents</b> with the changes that have happened in society due to Covid-19, and sharing strategies to support their children.	PO'C MM AMK Children's centre team	<ul style="list-style-type: none"> <li>• Cover for PO'C to attend home visits, meetings and training. Also time to lead sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Paula to re-launch the REAL programme with the current cohort.</li> <li>• Paula to attend the REAL meetings and training.</li> <li>• Paula to discuss with the team shared ideas, and what she is sharing with parents.</li> <li>• Teachers attend the CC coffee mornings to support and advise parents.</li> </ul>	<ul style="list-style-type: none"> <li>• To re-launch family Wednesdays (Stay and Play) with the current cohort. Plan carefully how these sessions might look in light of the financial situation.</li> <li>• Look at fundraising to fund these sessions.</li> <li>• Teachers attend the CC coffee mornings to support and advise parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Review progress children have made.</li> <li>• Evaluate sessions that have run, and feasibility of running in the future.</li> <li>• Fundraising to continue to fund these sessions.</li> <li>• Teachers attend the CC coffee mornings to support and advise parents.</li> </ul>
<b>Monitoring by who and when</b>			HoS, ISC		

<b>Priority 6</b>		<b>To ensure that we are offering a range and variety of healthy food across all services (BASC and holidays) and meeting the new requirements in the EYFS</b>			
<b>Intended outcomes</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 21</b>	<b>Milestones, March 22</b>	<b>Milestones, July 22</b>
Specific <b>menu planning</b> for breakfast, after-school club	PO'C (MM/AMK)	<ul style="list-style-type: none"> <li>• Cost of purchase of food.</li> <li>• Meeting time with key staff-maybe cover costs.</li> </ul>	<ul style="list-style-type: none"> <li>• Review provision at ASC is continuing as planned before the start of the pandemic</li> </ul>	<ul style="list-style-type: none"> <li>• Review provision for holiday club, and that it is line with the new menus</li> </ul>	<ul style="list-style-type: none"> <li>• Review provision for BC and that it is line with new menus</li> </ul>
Meeting the <b>new requirements in the EYFS</b> (oral hygiene)	PO'C (MM/AMK)	<ul style="list-style-type: none"> <li>• Training sessions</li> <li>• Cover for staff to attend training</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to attend training on oral hygiene.</li> <li>• Staff to share strategies in staff meetings.</li> <li>• Staff to be clear on new requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Information to be built into the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Review for the following year.</li> </ul>
<b>Monitoring by who and when</b>			HoS, ISC		

## Overarching goals for the next 3 years

<b>Goal 1</b>
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, by exploring the possibility of a nurture space.
<b>Goal 2</b>
Ensure financial viability through exploring options around the Federation and our status as a charitable organisation.
<b>Goal 3</b>

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, measurable, 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	NDNA	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				