

2023/24 - School Development 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 financial position and future sustainability of Maytree.	<ul style="list-style-type: none"> The percentage of children with SEND requiring intensive adult support continues to be high. We have continued to focus on prompt application for EYIF, DAF and DLA however the local authority changed its process for EYIF last year. We have established a cycle of applications and renewals, to ensure we maximise this funding. The cost of supporting children with SEND continues to exceed the additional SEND funding from the local authority whether through inclusion funding or EHCPs. We have been allocated some capital funding for High Needs, this will be used to develop our nurture provision at Maytree. Alongside this we have also been allocated funding to support 5 children within this nurture provision. These will be children with complex needs, who will have an EHCP or in the application process already. Leaders have consistently high expectations for staff and children and they understand the impact that the pandemic has had on the well-being of so many. Given the current challenges on staff and school finances, SLT are determined to keep staff wellbeing a key focus and ensure that staff workload is closely monitored. <p>NEXT:</p> <ul style="list-style-type: none"> Begin to develop our nurture provision at Maytree, including a larger sensory room as part of this offer. Embed systems for prompt applications for EYIF.
2. Complete snagging on the building and ensure all spaces are functioning efficiently.	<ul style="list-style-type: none"> We moved into the new building in Jan 2019, and are still awaiting appropriate response to our defects; many issues are still outstanding. We had little progress even after meeting with MTVH to discuss all the issues. The staff we met with have moved on, and we are awaiting contact with the new team. Our contact in LAMBETH has also moved on, and we have not had contact from another team member as yet. We managed to ensure the heating system was correctly functioning last winter, at our expense. We continue to struggle with the heat in the summer months. We have begun to source a cooling system that will work in our building. <p>NEXT:</p> <ul style="list-style-type: none"> Ensure that all snagging and latent defects are addressed. Ensure that the issues around cooling the building are addressed, with the support of the Lambeth team.

Quality of education (Intent, Implementation, Impact)

Priority	Current position
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<p>3. To maintain outstanding teaching and learning to ensure children's outcomes are maximised. With a focus on language development, and early identification of areas that need further support.</p>	<p>See EYPP strategy for further details</p> <ul style="list-style-type: none"> • One of the EYEs are trained to carry out Wellcomm assessments and to support children with communication and language difficulties. The use of Wellcomm ensures swift identification of children with speech and language needs. This is to be further developed with all KP being trained so that children are promptly assessed on entry. • We rolled out the use of Evidence Me over the past year, and introduced the new assessment framework. We continue to work closely with Evidence Me with the goal of getting all assessments to be completed online, as they were in the past. The Heads of Schools have been collaborating to create systems to manage all assessments and ensure we have useful data across the year. • Staff continue to use core books to inform planning and provision as well as taking into account children's own interests, relevant and purposeful seasonal events and celebrations. These were reviewed at the end of the year, and adaptations were made. • We began the training programme via Dingley's Promise. This is focussed on supporting children with SEND. All classroom staff have completed the first module. • Summer term data has shown that in PSED and PD we have the highest numbers of children working at or above age related expectations. For the remaining areas, that are all heavily linked to language, there are lower numbers of children working at or above age related expectations. We also saw that the data for the leavers was lower than that of those children that are remaining with us. This demonstrates the impact of the pandemic on those older children, who would have spent much of their earlier life in their homes. <p>NEXT:</p> <ul style="list-style-type: none"> • All key people are trained in using WellComm to identify and support early language needs. System to be developed to enable the assessments to be carried out early on, as the children are settled. • Work with EM to develop the use of our assessment framework online. • Develop the use of Evidence Me within the Children's Centre, for continuity. • With the focus on curriculum development we will also be ensuring that this has been embedded in our practice and systems are in place to review this as the cohort changes. • Embedding systems around the new assessment framework across the school, including systems to moderate in school. • Explore the reinstating of the federation moderation sessions each term, and developing systems for this to happen. • Enhance our maths provision through participation in a research project which is developing maths games for young children. • To continue the Dingley's Promise training, and gain accreditation for this.
<p>Behaviour and attitudes</p>	
<p>Priority</p>	<p>Current position</p>
<p>4. To ensure that staff, children and families are well supported in dealing with the impact of the pandemic. (this also links to the following section)</p>	<p>See EYPP strategy for further details</p> <ul style="list-style-type: none"> • We know that situations have changed for families over recent years 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. This has been true over the past year. • We also know that many of the children we are now accepting into our nursery have spent most of their lifetime in a challenging social situation, sometimes with little contact outside of the family home. This may

	<p>result in issues around behaviour that we will need to focus on. The pandemic had a significant impact on children's ability to socialise, mix and play with other children. Children struggled with both independent and collaborative play. The rise in roll over the year also affected the establishment of routines with children being settled throughout the Autumn and Spring Terms. During the spring term, key persons focused on modelling, co-regulating and providing many opportunities for conversations with and between children; at the start of the summer term children were both more confident and able to play productively independently or as part of a group.</p> <p>NEXT:</p> <ul style="list-style-type: none"> • Establishing regular coffee mornings for parents to come together and build new relationships; developing a supportive network around them. • Continuing to support the wellbeing of staff; reinstating wellness week.
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Personal development

Priority	Current position
5. To further support parents in providing healthy lunches for their children.	<ul style="list-style-type: none"> • As we moved from school dinners to packed lunches we want to ensure that children continue to be offered a range and variety of healthy food. <p>NEXT:</p> <ul style="list-style-type: none"> • Sessions for parents on healthy lunches, including portion size and content of lunch boxes. • Staff to give parents feedback on the children's lunches; suggesting ideas for lunches. System in place to enable this to happen efficiently. • Streamlining systems around staff knowledge of medical needs of the children eg information cards in classrooms, placemats for lunch, etc)

Outcomes for children and other learners (SEE EYPP PLAN)

Priority 1	To maintain the financial position and future sustainability of Maytree.				
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
Increase funding for children with SEND, by further exploring the possibility of developing a nurture space at Maytree.	MM, AMK	<ul style="list-style-type: none"> • By end of school year. • Funding to adapt spaces • Meeting time to create a plan 	<ul style="list-style-type: none"> • Funding agreed by Lambeth • Site survey carried out regarding sensory room development • Site survey carried out to make adaptations 	<ul style="list-style-type: none"> • New model discussed with staff • Priorities for use of spaces agreed and timetabled • Further visits to nurture provision/resource bases in MNS 	<ul style="list-style-type: none"> • Review of offer and processes to manage applications to nurture provision • Transition visits for children moving to Reception and those moving into Maytree in September

			<p>to current sensory room as a 1:1 Work space</p> <ul style="list-style-type: none"> Dates for works approved and begun Additional resources purchased Children allocated to resource base Visits to other nurture provision/resource bases in MNS 	<ul style="list-style-type: none"> Nurture provision fully functioning at Maytree Publicise and promote with relevant agencies Applications open for Sept 2024 	<ul style="list-style-type: none"> Open day/coffee morning held for new families accessing the space
Monitoring by who and when			ISC and RC. Lambeth SEND team		

Priority 2		Complete snagging on the building and ensure all spaces are functioning efficiently.			
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
Ensure that all snagging and latent defects are addressed.	MM, HM	<ul style="list-style-type: none"> Time for meetings Time to accompany contractors when carrying out work 	<ul style="list-style-type: none"> Ongoing issues are reviewed with MTVH. Plan of action is agreed with MTVH 	<ul style="list-style-type: none"> Contractors to address issues and repairs on site. Issues are reviewed with MTVH. 	<ul style="list-style-type: none"> Issues are reviewed with MTVH.
Ensure that the issues around heating and cooling the building are addressed, with the support of the Lambeth team.	MM, HM	<ul style="list-style-type: none"> Time for meetings Funding to support with additional costs 	<ul style="list-style-type: none"> Meet with the Lambeth team to advise on next steps in this process. Quotes obtained to improve the heating/cooling of the site. 	<ul style="list-style-type: none"> Contractors agreed to be used, and dates agreed for work to be started. 	<ul style="list-style-type: none"> Snagging completed.

Monitoring by who and when	ISC and RC
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Priority 3	To maintain outstanding teaching and learning to ensure children's outcomes are maximised. With a focus on language development, and early identification of areas that need further support.				
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
To ensure that the agreed curriculum is rolled out and reviewed to meet the needs of the current cohort. Focus on social skills and language skills.	MM, AMK, WS	<ul style="list-style-type: none"> Meeting time Funding for any resources needed 	<ul style="list-style-type: none"> Issue Federation curriculum policy to all staff. Staff to review curriculum document created last year. Further development carried out to refine the document. Staff to complete on-entry assessments to inform curriculum planning that is cohort specific. 	<ul style="list-style-type: none"> Staff meetings are arranged to evaluate curriculum/planning and make adaptations. 	<ul style="list-style-type: none"> Staff meetings are arranged to evaluate and make adaptations. After summer term assessments are complete, staff meetings planned to adapt curriculum for the next academic year.
Implement the new assessment system across the school, ensuring there is moderation to standardise evidence	MM, WS, AMK	<ul style="list-style-type: none"> Meeting time Federation moderation meeting time Teachers meetings across the federation 	<ul style="list-style-type: none"> Initial issues addressed to make the system work for the Federation. New assessment grids rolled out across the school. School moderation meetings to be planned 	<ul style="list-style-type: none"> Federation moderation to be reinstated. Spring term assessments carried out, and moderation to follow. 	<ul style="list-style-type: none"> Review of process and future plans developed to improve systems.
Review systems for moderating assessment information. Including federation moderation.	MM	<ul style="list-style-type: none"> Meeting time 	<ul style="list-style-type: none"> Discussion at SLT to agree how we will moderate moving forward. Moderation process established in school 	<ul style="list-style-type: none"> Moderation process implemented across federation, and reviewed. 	<ul style="list-style-type: none"> FULL process reviewed and plans in place for upcoming year.

<p>To continue the roll out of the Dingley's Promise training, and gain accreditation for this.</p>	<p>MM, AMK, WS</p>	<ul style="list-style-type: none"> • Staff meetings/ inset time • Funding to cover staff to access the training 	<ul style="list-style-type: none"> • Remaining modules of training planned for staff meetings. • To apply for the ally accreditation. • CC team to create accounts to be able to access the training to ensure consistency across the setting. 	<ul style="list-style-type: none"> • Review of practice in light of any issues raised through training. 	<ul style="list-style-type: none"> • Review of practice in light of any issues raised through training. • Look to apply for the higher level of accreditation
<p>To ensure all children have a detailed communication and language assessment on entry (WellComm), with targets addressed in planning around communication and language</p>	<p>MM, WS, AMK</p>	<ul style="list-style-type: none"> • Staff meetings/ inset time • Funding to cover staff to access the training • SENC support with referrals to SALT 	<ul style="list-style-type: none"> • Current structure for assessing children using WellComm to continue this term, with referrals happening promptly • Next steps addressed in planning and through focussed group activities • Current EYE trained in using WellComm to attend refresher training. • All key persons to be trained in using the WellComm materials to assess their children. 	<ul style="list-style-type: none"> • Key persons to assess their own children using the WellComm tool and refer any children performing well below for SALT • Next steps addressed in planning and through focussed group activities 	<ul style="list-style-type: none"> • Key persons to assess their own children using the WellComm tool and refer any children performing well below for SALT • Next steps addressed in planning and through focussed group activities • Systems reviewed and adapted in preparation for the new academic year
<p>Monitoring by who and when</p>			<p>ISC</p>		

<p>Priority 4</p>		<p>To ensure that staff, children and families are well supported in dealing with the impact of the pandemic.</p>			
<p>Intended outcomes</p>	<p>Lead person</p>	<p>Time frame and resources</p>	<p>Milestones, Dec 23</p>	<p>Milestones, March 24</p>	<p>Milestones, July 24</p>

Establishing regular coffee mornings for parents to come together, build new relationships and develop a supportive network.	WS	<ul style="list-style-type: none"> • Time to plan and lead the sessions • Time to organise visiting speakers • Funding for refreshments and resources to share, where relevant 	<ul style="list-style-type: none"> • Coffee morning programme established, and initial plans agreed • Timetable for focus of sessions agreed • Guest speakers invited 	<ul style="list-style-type: none"> • Review of content with parents, and suggestions welcomed. • Further sessions planned. 	<ul style="list-style-type: none"> • Review of content with parents, and suggestions welcomed. • Further sessions planned. • Parents encouraged to feedback to lead members of staff. • Parent questionnaire sent out to parents of leaving children
Continuing to support the wellbeing of staff; reinstating wellness week.	MM, WS, AMK	<ul style="list-style-type: none"> • Meeting time • Budget for events and resources for wellness week • Funding for costs of federation inset day 	<ul style="list-style-type: none"> • Federation inset day planned and actioned. • Plans agreed for wellness week. • Staff reminded about the EAP, and to access this for confidential support. 	<ul style="list-style-type: none"> • Wellness week to be actioned. • Staff reminded about the EAP, and to access this for confidential support. 	<ul style="list-style-type: none"> • Any feedback sought to adapt plans for the following year. • Staff reminded about the EAP, and to access this for confidential support.
Monitoring by who and when			ISC		

Priority 5	To further support parents in providing healthy lunches for their children.				
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
To support parents in providing healthy packed lunches.	WS, AMK	<ul style="list-style-type: none"> • Resources purchased to support session • Meeting time/ coffee morning 	<ul style="list-style-type: none"> • Information sent out to parents electronically, with helpful websites to support with ideas. • Photos of current packed lunches shared to give parents ideas. Create a booklet that would be supportive. 	<ul style="list-style-type: none"> • Parent face to face session planned to demonstrate some healthy packed lunches. 	<ul style="list-style-type: none"> • Plans made for Autumn '24 so that new parents receive information early on.

Staff to give parents feedback on the children's lunches, and what they are enjoying.	WS	•	<ul style="list-style-type: none"> • Staff are encouraged to communicate verbally and via EM to inform them of what their child is eating at lunchtime, and make suggestions of further ideas.
Monitoring by who and when			ISC

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 with low well-being and/or involvement. Children with low levels of language. Children with low levels of social skills. Children that we would consider to be vulnerable due to environmental circumstances.

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, by exploring the possibility of a nurture space.
Goal 2
Ensure financial viability through exploring options around the Federation of the 5 nursery schools.
Goal 3
Ensure the nursery school and children's centre continue to support the families impacted by the global pandemic.

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	MTVH	Metropolitan Thames Valley Housing		