

2025/26 - 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 |
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| 1. To maintain the financial position and future sustainability of Maytree. | <ul style="list-style-type: none"> • Maytree continues to be in a challenging financial position, due to the negative impact of lower numbers. We are hopeful that with the changes to funding for working families we will see an increase in numbers. • We will need to be adaptive in order to manage these changes and increase in numbers. This may include increasing the number of staff at lunchtimes, and possibly relocating staff temporarily to manage higher or lower numbers of children, and the legal ratios. • We may need to consider the hours for breakfast and after school clubs and also consider re-starting holiday provision. • Provision of lunches will also need to be considered with more working families who may require this option. This was mentioned by a number of families in the parents questionnaire, in the summer term. |

Quality of education (Intent, Implementation, Impact)

| Priority | Current position |
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| 2. 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>See EYPP strategy for further details</p> <ul style="list-style-type: none"> • Continue embedding WellComm and language interventions, including EYCP. • Embedding curriculum across the school, and all planning systems and formats reflect this • Supporting new team members through a planned programme of induction and training |

Personal development, behaviour and attitudes

| Priority | Current position |
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| 3. To further develop the nurture provision within the school, that is supporting individual children and small groups. | <ul style="list-style-type: none"> • Seeking further training to support the team • Establish new roles and responsibilities for new team members • Running programmes of interventions and support for children • Develop admissions policy across the federation to ensure consistency and transparency around admissions • Continuing support for parents through coffee mornings and linking with Lambeth SEND team |

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| <p>4. To implement a climate change action plan.</p> | <ul style="list-style-type: none"> • This will be a requirement to be in place by Christmas across all schools. • As the building is 6 years old, there are inbuilt efficiencies already in place; insulation, double glazed windows, sensor controlled lighting, etc • We need to improve staff awareness of how to further support climate change: <ul style="list-style-type: none"> ○ managing heating and cooling of building ○ managing lighting of the building ○ improving recycling across the school and actively involving the children and improving their awareness |
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| Priority 1 | | To maintain the financial position and future sustainability of Maytree. | | | |
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| 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. | AMK | <ul style="list-style-type: none"> • Throughout the year. • SENCO 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. |
| Managing the extended offer; applications, offers and transferring children to GPB to create spaces in YR. | MM, SLT | <ul style="list-style-type: none"> • SLT meetings • Wednesday slots for parent tours | <ul style="list-style-type: none"> • Focus in SLT on progress in YR of new children and discussion of numbers • Maintaining parent tours in order to keep an active waiting list of children • As YR children are ready begin to transition to GPB • Offer new places prior to Christmas holiday in order to secure families for Jan census • Review staffing levels to ensure ratios are met, and effective use of staff | <ul style="list-style-type: none"> • Focus in SLT on progress in YR of new children and discussion of numbers • Maintaining parent tours in order to keep an active waiting list of children • As YR children are ready begin to transition to GPB • Offer new places prior to Easter holiday in order to secure families for May census • Review staffing levels to ensure ratios are met, and effective use of staff. Staff may be redeployed elsewhere in school (interventions, etc) | <ul style="list-style-type: none"> • Begin to prepare for September changes as early as possible: meeting parent requests around spaces, reviewing staffing, review of current arrangements • Maintaining parent tours in order to keep an active waiting list of children • Offer new places as early as possible to secure for September 2026 • Review staffing levels over the year and make any adaptations |

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| Investigate provision for lunches, BASC and holiday provision. | MM, fed SLT | <ul style="list-style-type: none"> • SLT meetings • Staff hours • Cost of FSM • Cost of food provisions | <ul style="list-style-type: none"> • Raise at fed SLT the issues raised from parents vis parent questionnaire | <ul style="list-style-type: none"> • Contact food providers for quotes or free trials for school lunches • Once costings are in compare this to current costs of FSM vouchers • Calculate costings for extending BASC hours (earlier than 8am, later than 5.45pm) • Parental opinions sought on proposals of extending clubs, provision of lunches and holiday provision. This would seek to investigate if there is uptake to warrant any of these proposals | <ul style="list-style-type: none"> • If proposals are viable prepare for these to be implemented from Spet 2026 |
| Monitoring by who and when | | | ISC and RC. Lambeth SEND team | | |

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| <p>Priority 2 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> | | | | | |
| Intended outcomes | Lead person | Time frame and resources | Milestones, Dec 25 | Milestones, March 26 | Milestones, July 26 |
| Review and embed the agreed curriculum. | MM, AMK, WS | <ul style="list-style-type: none"> • Meeting time • Funding for any resources needed | <ul style="list-style-type: none"> • Adaptations made for the ongoing year | <ul style="list-style-type: none"> • Published on website | |
| To embed the language screening on entry (WellComm), with targets addressed in planning around communication and language. Interventions in place to | MM, WS, AMK | <ul style="list-style-type: none"> • Staff meetings/ inset time • Funding to cover staff • SENCO support with | <ul style="list-style-type: none"> • All key persons to be trained in using the WellComm materials to screen their children | <ul style="list-style-type: none"> • Next steps addressed in planning and through focussed group activities • Children re-screened after period of intervention | <ul style="list-style-type: none"> • Next steps addressed in planning and through focussed group activities • Children re-screened after period of intervention |

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| address areas of need that are highlighted. YR focus for support in rolling out programme. This will be through classroom intervention and support. | | referrals to SALT <ul style="list-style-type: none"> Support from the SALT team throughout the year | <ul style="list-style-type: none"> New EYEs trained to take the lead in each room All children screened prior to half term SENCO to analyse data and plan interventions. All children assessed as RED to be referred for SALT. Interventions begin Classroom planning to have WC focus for learning added | <ul style="list-style-type: none"> All children assessed as RED to be referred for SALT. | <ul style="list-style-type: none"> All children assessed as RED to be referred for SALT. Systems reviewed and adapted in preparation for the new academic year |
| To continue to improve staff engagement with children across the school, developing conversation, to improve outcomes for all using strategies from the EYCP. GPB will be the focus of this for this year, using the YR team as champions to support the roll out. | MM, WS | <ul style="list-style-type: none"> Time and cover to support and train team Meeting time to support staff | <ul style="list-style-type: none"> Staff introduced to the key concepts of the project Roll out of strategies across GPB, using video to develop practice | <ul style="list-style-type: none"> Progress of children closely monitored, and impact of the project Further training for whole team | <ul style="list-style-type: none"> Further plan developed to embed strategies across setting. |
| Monitoring by who and when | | | ISC | | |

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| Priority 3 | To further develop the 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 |
| Establishing regular coffee mornings for parents of children with SEND to come together, build new | AMK | <ul style="list-style-type: none"> Time to plan and lead the sessions Time to organise | <ul style="list-style-type: none"> Coffee morning programme established, and initial plans agreed Timetable for focus of sessions agreed | <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. |

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| relationships and develop a supportive network. | | visiting speakers • Funding for refreshments and resources | • Guest speakers invited | | • Parents encouraged to feedback to lead members of staff. • Parent questionnaire sent out to parents of leaving children |
| There is a clear admissions policy for the Nurture Provision, and waiting list and offers are managed within this. | Fed SLT, LA | • Meeting time | • Raised at Fed SLT and discussed key points for admissions across all Nurture Provision • LA SLA to include admissions criteria to be agreed | • Appendix to admissions policy created, discussed and agreed across federation | • Policy to support new admissions to Nurture provision for September 2026 |
| Monitoring by who and when | | | ISC and LA (where appropriate) | | |

| Priority 4 | Climate change action plan | | | | |
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| Intended outcomes | Lead person | Time frame and resources | Milestones, Dec 25 | Milestones, March 26 | Milestones, July 26 |
| <ul style="list-style-type: none"> We need to improve staff awareness of how to support climate change: <ul style="list-style-type: none"> managing heating and cooling of building managing lighting of the building improving recycling across the school and actively involving the children and improving their awareness | MM | <ul style="list-style-type: none"> Staff meetings Cost of purchasing additional equipment Cost of electrician if necessary | | <ul style="list-style-type: none"> Review lighting across the school, and where needed install switches to have more control over lights that may remain on Further exploring the heating controls to manage the system to maximum efficiency Staff meeting to discuss recycling across the school and ways to involve the children further | <ul style="list-style-type: none"> Tap into external support around teaching the children about how they can support climate change at an age appropriate level External services (if available) to support parents understanding at a coffee morning |
| Monitoring by who and when | | | ISC | | |

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.

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.

Goal 2

Ensure financial viability through exploring options around the Federation of the 5 nursery schools.

Goal 3

Adapt and develop provision to ensure financial viability in the future and our ability to withstand significant budget cuts without impact on the quality of provision.

Acronyms

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| 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 | | |