

2018/19 - 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 continue with the planning process for the new build and move into new building.	<ul style="list-style-type: none"> This has moved into focus over the past year, and this will become a very high priority this year, as the completion date fast approaches (Oct 2018). Action plan will be drawn up to meet deadlines.
2. To maintain the financial position and future sustainability of Maytree.	<ul style="list-style-type: none"> We fully accessed the SEND funding available last year; this included DAF, IF and EHCPs. This year the IF process and funding has changed slightly, so will need a bit of adjustment. Refining systems for 30 hours to maximise parents accessing this funding. Over the last year we ran the holiday provision with a handful of children. Staffing this to try and maximise take up was very difficult, particularly over the summer. The focus will be having consistent staff, possibly from the other settings to develop this further. Need to develop systems around the provision and aim to maximise profit, although this may take time to establish. Managing the financial impact of backfilling positions due to the expansion of the federation on Maytree. Expand the provision at Thresholds to take 20 children, as there is a demand for places for the younger 2 year olds.

Quality of teaching, learning and assessment

Priority	Current position
3. To maintain outstanding teaching and learning to ensure children's outcomes are maximised.	<ul style="list-style-type: none"> As we move to the new building this year, we will have to manage the changes for all involved. We hope that there will be a positive impact on everyone working in an improved environment. We will be moving to planning in the moment, so there will be a drive to ensure the environment is able to support this, and staff are maximising the use of the environment. Linked to the environment will also have a wider focus on caring for our environment (local community and wider) through a project about recycling. This will enable some project work to happen, and link in some trips and visits. This will also involve all of the children and families in looking after our new building. In order to support the development of the above 2 items we will be attending a Froebel Short course. This will be a 2 day course and part one of 2 'elements'. This is to refocus practitioners on child development and our practice in supporting children in the best way possible.

	<ul style="list-style-type: none"> Practitioners have discussed the fact that they often have very similar conversations with parents each year, and that it would be useful to support these conversations with some printed information for them to take away. We will be looking at developing some supporting leaflets to cover key topics: talking with your child, toilet training, issues around eating/ sleeping, etc. Some of the areas for continued development are: <ul style="list-style-type: none"> The Leuven Scales of well being and involvement- revisiting this training to ensure we are fully supporting those children where these are assessed as 'low' and looking at what is provided for these children. The Characteristics of Effective Learning- We have begun to look closely at these, and are hoping to collate our own exemplification to demonstrate the progress across these. This will be an area of focus for moderation meetings. The data at end of year has shown that progress is lower in CL linked areas including reading and writing. Writing has particularly been a focus for discussion at moderation also. These will be curriculum areas where there will be a focus. This will focus on opportunities for independent mark making, writing and drawing; making links to communication and language to support the development in reading.
<p>4. To refine the use of EExAT in making observations and assessments using the iPads, and using the data to inform classroom practice and planning on a more regular basis.</p>	<ul style="list-style-type: none"> We successfully used EExAT last year to record our observations and track the children's progress. This was the first year using an electronic version, and worked well. There were also many changes to the tracking and reporting functions on EExAT, and these continued to be developed throughout the year. This year we will hopefully refine our systems so that the whole process is smoother and we are able to respond quickly to any highlighted issues.
<p>Personal development, behaviour and welfare</p>	
<p>Priority</p>	<p>Current position</p>
<p>5. To ensure that we are offering a range and variety of healthy food across all services (BASC and holidays).</p>	<ul style="list-style-type: none"> With the extension of our provision to the holidays, we have developed and trialled the menus, and how this is facilitated. This is now a great opportunity to also look at the food offered through all of our extended services. We also need to consider how this will transfer to the new site, with improved facilities for food preparation.
<p>Outcomes for children and other learners (SEE EYPP PLAN)</p>	

Priorities - detail and milestones

Priorities - detail and milestones					
Priority 1	To continue with the planning process for the new build and move into new building.				
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 18	Milestones, March 19	Milestones, July 19
Organisation of the move new furniture existing furniture / resources outside equipment contracts / services / utilities ICT create a moving budget (check Ethelred's list)	RH MM HM	<ul style="list-style-type: none"> • Time to procure new goods/ services • Time to attend meetings • Budget for spend 	<ul style="list-style-type: none"> • Finalise layouts of all rooms and place orders • Review H&S arrangements including fire evacuation procedures • ICT installation • Contact Jerry re: works to be done 	<ul style="list-style-type: none"> • Reviewing room layouts with team. • EEx to lead training regarding the environment and planning in the moment. 	
Ongoing clearing of existing site	MM HM Staff	<ul style="list-style-type: none"> • Time out of class 	<ul style="list-style-type: none"> • Staff to clear out personal items • Clearing out of storage continues. 		
Preparation for moving date Strategies if move-in date is missed by contractor	RH MM HM	<ul style="list-style-type: none"> • Time to attend meetings 	<ul style="list-style-type: none"> • Timetable in place/action plan • Organise removal and moving in • Plans drawn up, and strategies to ensure move as smooth as possible 		
Publicity / communications	MM	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Informing all parents and families using centres. • Informing suppliers. • Alter website once all is confirmed. 		
Agree/ sign lease	RH HM Governors LA	<ul style="list-style-type: none"> • Time to attend meetings 	<ul style="list-style-type: none"> • Draft leases for all 3 sites being prepared by LA • Lease in place. 		

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			<ul style="list-style-type: none"> • Complete any outstanding issues regarding lease. 		
Post move	RH HM MM	Budget Time		<ul style="list-style-type: none"> • Snagging as soon as possible • Link with housing officer • Hold meeting for residents above • Work done by Jerry and any other contractors. 	<ul style="list-style-type: none"> • Opening event
Monitoring by who and when			Governor visits: Paul Harrison Attending key meetings:		

Priority 2		To maintain the financial position and future sustainability of Maytree.			
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 18	Milestones, March 19	Milestones, July 19
Holiday provision established so that the nursery is open all year round.	MM	<ul style="list-style-type: none"> • Time • Budget 	<ul style="list-style-type: none"> • Publicising to all new and existing families, local primary schools and federation schools. 	<ul style="list-style-type: none"> • Ongoing publicity for all federation schools 	<ul style="list-style-type: none"> • Ongoing publicity
		<ul style="list-style-type: none"> • Loss leaders costs unknown/ depends on numbers. 	<ul style="list-style-type: none"> • Evaluation of summer provision • Detailed planning for provision in place at half-term 		
Publicity plan developed for new build	MM HM RH	Budget for signage	<ul style="list-style-type: none"> • Plan where and what signage to be developed for new setting • Meet with MHT to agree positions and type of signage 	<ul style="list-style-type: none"> • Place order for signage 	
All key staff have a clear understanding of changes around the Inclusion Fund (IF) and Disability Access	AM HM (BH)	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • First round of applications to be submitted for Inclusion Fund. 	<ul style="list-style-type: none"> • Ongoing, evaluation and refining systems 	<ul style="list-style-type: none"> • Ongoing, evaluation and refining systems

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Fund (DAF) in order to maximise income.		<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Checking whether new children are eligible for DAF. • SEN and BSW working closely to ensure eligible families are in receipt of DLA ready to apply for DAF 	<ul style="list-style-type: none"> • Ongoing, evaluation and refining systems 	<ul style="list-style-type: none"> • Ongoing, evaluation and refining systems
Streamlining systems around 30 hours. Monitor the impact of changes to the provision of 30 hours places for working families. Trying to maintain full numbers.	MM and CF	<ul style="list-style-type: none"> • Time • Loss of funding due to not being full 	<ul style="list-style-type: none"> • Staff understand systems through attending meetings with LA and informing parents • Improving systems to manage the process • Ensuring all families are aware, and checking eligibility 	<ul style="list-style-type: none"> • Ongoing and updating/refining systems • Managing impact of children becoming ineligible and reverting to part-time, if at all 	<ul style="list-style-type: none"> • Review and evaluate systems
Monitoring by who and when			ISC and RC		

Priority 3		To maintain outstanding teaching and learning to ensure children's outcomes are maximised.			
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 18	Milestones, March 19	Milestones, July 19
The development of the immediate learning environment to facilitate planning in moment within the new nursery building. Improving the children and families knowledge about recycling and the sustainability of our planet.	AMK PO'C MM	Staff meetings Budget for resources Budget for training	<ul style="list-style-type: none"> • Planning of new build layout • Staff meetings to discuss new layouts • Introduction of planning in the moment and how the environment works to support this • 	<ul style="list-style-type: none"> • Training for staff regarding the environment and link to planning in the moment • Settling into new building and reviewing the practicality of the spaces • Focus with the children and families on recycling and protecting the wider environment we live in. 	<ul style="list-style-type: none"> • Evaluate and review any new concepts

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<p>Ensure expected progress is achieved by all children in communication and language across the curriculum. With a particular focus on developing early reading and writing skills. (Links to EYPP)</p>	<p>MM (AMcK and PO'C)</p>	<p>Staff meeting time Budget for any resources, training</p>	<ul style="list-style-type: none"> • Introduce the concept of planning in the moment. • Focus on gathering secure baseline data for clear starting points. • Staff to attend any training sessions available • Share practice of group times with language and reading as a focus. • Family Wednesdays to begin during this term with continued focus on language development across curriculum. 	<ul style="list-style-type: none"> • Embed the planning in the moment. Visit other settings where this is fully operational. • Low achieving strands highlighted for planning from end of term data. • Communication, reading and writing strands specifically planned for and targeted across the curriculum. • Family Wednesdays to continue, focussing on needs highlighted by parents and assessments of the children. 	<ul style="list-style-type: none"> • Data shows children have made expected progress in these strands. • Family Wednesdays to continue, focussing on needs highlighted by parents and assessments of the children. • Developing parent information leaflets on key aspects of learning and development to enhance conversations that practitioners are having regularly.
<p>Small group work for children at risk of underachievement is effective. Focus on developing relationships and extending language development. (Links to EYPP)</p>	<p>AMK PO'C MM (JW)</p>	<ul style="list-style-type: none"> • Cover for staff to focus on small groups. • Time to plan and prepare sessions. 	<ul style="list-style-type: none"> • Talking Tables timetabled. • Use previous assessments and knowledge of children to select groups to receive focussed support. • Activities planned for a set period of time, and progress reviewed. • Select named children for visits. 	<ul style="list-style-type: none"> • Review talking tables assessment tools. • Progress of focus groups moderated and reviewed at mid-year data. • New children selected to participate. • Select named children for visits. • Explore placements for therapy students to enhance our provision for vulnerable children. 	<ul style="list-style-type: none"> • Select named children for visits. • Provision in place for therapy students to begin placements in the autumn term.
<p>Continue to increase staff awareness of how (rather than what) children are learning to support the Characteristics of Effective Learning</p>	<p>MM (AMcK and PO'C)</p>	<p>Staff meeting time Inset days</p>	<ul style="list-style-type: none"> • Focus for federation moderation sessions 	<ul style="list-style-type: none"> • Focus in moderation meetings to select exemplar evidence. • 2 inset days training. 	<ul style="list-style-type: none"> • HoS to monitor assessments made in EExAT. • Focus in moderation meetings. • Evaluate knowledge with staff and agree any further next steps/ training needed.
<p>To develop our understanding of the Leuven Scales of well-being and involvement and embed this in our practice to ensure all</p>	<p>MM (AMcK and PO'C)</p>	<p>Staff meeting time</p>	<p>Staff to attend Lambeth Early years conference with Ferre Laevers. Staff to feedback learning from conference.</p>	<p>Federation presentation from staff on key concepts raised at Lambeth conference.</p>	<ul style="list-style-type: none"> • Revisit training on this area with staff. • Develop strategies to ensure that the children that score

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children are in a 'ready to learn' state.		Children with low WB or I are focus for evaluation meetings and carefully planned for.	'low' are the focus for planning.
Monitoring by who and when		SIA and ISC	

Priority 4					
To refine the use of EExAT in making observations and assessments using the iPads, and using the data to inform classroom practice and planning on a more regular basis.					
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 18	Milestones, March 19	Milestones, July 19
Staff using Early Excellence Assessment Tracker (EExAT) confidently to carry out learning assessments across the year and using information to inform planning for next steps in learning. TH = Threshold staff	MM AMK PO'C	<ul style="list-style-type: none"> • Annual EExAT fee • Staff PPA and meeting time • SLT time • Staff meeting time for training. 	<ul style="list-style-type: none"> • Review and embed learning from last year in using EExAT. • PO'C to attend training at Early Excellence. • All children will have a range of observations on EExAT. • Set up parent access to EExAT. • Monitoring evidence in EExAT for breadth and progress in children's learning. • Further support in place for new TH team around writing observations and consistency of judgements. 	<ul style="list-style-type: none"> • All Key Persons to have received training on using simple reports to use in planning next steps for learning. • Monitoring of evidence to inform support for staff through staff meetings and training. Focus on TH staff. 	<ul style="list-style-type: none"> • All Key Persons using reports to identify next steps in learning. This will be evidenced in children's observations. • Evaluate data reporting and new systems to refine for next year. • Inform parents about the 'archiving' of evidence.
	MM AMK PO'C	<ul style="list-style-type: none"> • Staff PPA and meeting time • SLT time 	<ul style="list-style-type: none"> • Further develop systems for In-house moderation and moderation across hard federation. • Key Persons to use EExAT as focus for appraisals/1:1 meeting • All practitioner conversations regarding children's learning and development recorded on EExAT. 	<ul style="list-style-type: none"> • Embed new moderation systems. 	<ul style="list-style-type: none"> • Evaluate moderation and refine for next year. • Research the possibility of widening moderation activities (Lambeth Nursery schs and possibly wider).
Monitoring by who and when			SIA, ISC and classroom monitoring, planning, observations, 1:1 meetings with practitioners)		

Priority 5		To ensure that we are offering a range and variety of healthy food for all extended services (BASC and holidays).			
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 18	Milestones, March 19	Milestones, July 19
Plans in place for new holiday provision.	MM/ AMK/ HM	Cost of purchase of food. Meeting time with key staff- maybe cover costs.	<ul style="list-style-type: none"> • Summer menu reviewed and plans made for half term. 	<ul style="list-style-type: none"> • Discuss with Caterlink the possibility of the kitchen providing holiday meals. 	<ul style="list-style-type: none"> • Review menus and any arrangements in place. • Plan for summer holiday provision
Specific menu planning for breakfast, after-school club	MM/ AMK		<ul style="list-style-type: none"> • Introductory workshops with staff responsible for BASC to discuss current menus and ideal ones for the future 	<ul style="list-style-type: none"> • Team involvement in planning meals/menus involving children in preparation where possible. • New ingredients purchased. • Roll out and review of new menus 	<ul style="list-style-type: none"> • Reviewing/evaluating.
Monitoring by who and when				HoS, ISC	

Equalities Objective for 2018-19

We will monitor achievement of the following groups closely, to target those at risk of underachieving and narrow the gap (taken from our baseline data, October 2018): children who receive free school meals (linked to early years pupil premium), boys, our 'vulnerable' children and children attending nursery for only 3 terms.

Overarching goals for the next 3 years

Goal 1
Maintain 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. Further developing our therapy provision for vulnerable children.
Goal 2
Ensure financial viability through exploring options around the expansion of the Federation.
Goal 3
Ensure the nursery school and children's centre are running smoothly in a well-designed, welcoming and safe environment. Planning successfully for moving. Ensure the new build 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, 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		
EHCP	education, health and care plan	ICT	information and communication technology	EYPP	Early years pupil premium	SLT	senior leadership team		