

2019/20 - 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. Complete snagging on the new build 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 within our initial year for reporting defects. As the end of this year fast approaches we need to ensure all snagging with the building is completed. We have a number of issues with some of the furniture, and are hoping that these are resolved in the next month. Now that we are using the building we need to order some resources, furniture and fittings to make the spaces run more efficiently, and set up some of the spaces fully (home-school library, small rooms, staff library, etc) We are also now implementing systems to manage the building better, and there are more that need setting up and others need refining. We have initiated contact with various signage companies and are looking to get the new signage installed in the next few months.
2. To maintain the financial position and future sustainability of Maytree.	<ul style="list-style-type: none"> We have now been running the holiday provision for nearly 2 years, and hopeful that we would build up a group of regular users. We are attracting more families, and a number have returned for the various holidays. As finances are increasingly tight we need to make a decision as to whether we continue this provision, as we are currently running at a loss. We will also need to revisit the publicity around the breakfast and after school club once the children are settled. Numbers over the previous year were steady but quite low. Our numbers of children for the September intake are very low, and we are responding immediately to any families that walk in looking for spaces. We need to ensure that we are actively doing all we can to increase numbers of children. This may include moving children from YR to GPB room in order to fill with younger 2 year olds. We have been ensuring that we are maximising the income for SEND children. We need to ensure that information is up to date and our systems are efficient in gaining this income. This year we have become a hub for Early Excellence and they are using our training room and classes to host their training. This has some income attached. We need to explore further opportunities to hire out vacant spaces. There is also a small income generated from the HoS role as a coach with the NDNA. This is part of the Mayor of London's scheme to support the development of Early Years Leaders.

Quality of education (Intent, Implementation, Impact)	
Priority	Current position
3. To maintain outstanding teaching and learning to ensure children's outcomes are maximised.	<ul style="list-style-type: none"> We had our 2 day training of the first module of the Froebel course. This had an immediate impact in the classroom, and supported a better understanding of the role of the environment in our teaching. We will be completing another module this year which will be focussed on communication and language. This is the area of learning where children's attainment is consistently low. The literacy strands (reading and writing) are also areas where attainment is lower. This will be a focus for federation moderation over the year. We will also be participating in the LEAP REAL project. This focuses on developing early reading skills and behaviours in homes with families. With the Ofsted focus on curriculum we will also be ensuring that this has been reviewed in line with expectations. As we are now settled into our new building we will have a focus on the development of our record of planning and evaluation in the classrooms. <p>See EYPP strategy for further details</p>
Behaviour and attitudes	
Priority	Current position
	See EYPP strategy for further details
Personal development	
Priority	Current position
4. To ensure that we are offering a range and variety of healthy food across all services (BASC and holidays).	<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 works in our new space with the improved facilities.
Outcomes for children and other learners (SEE EYPP PLAN)	

Priorities - detail and milestones

Priorities - detail and milestones					
Priority 1	Complete snagging on the new build and ensure all spaces are functioning efficiently.				
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 19	Milestones, March 20	Milestones, July 20
Prepare for full handover of building (end of defects period)	MM, HM, CF	<ul style="list-style-type: none"> • Until early December • Time to manage logging of defects and chasing up 	<ul style="list-style-type: none"> • Snagging is reported as per request (via defects line to MHT). • Snagging is completed and all defects resolved. • Handover day arranged and completed. 	<ul style="list-style-type: none"> • Snagging is monitored. 	
Installation of fixtures and fittings	MM, HM, premises officer	<ul style="list-style-type: none"> • By December • Budget for fixtures, fittings and installation 	<ul style="list-style-type: none"> • Hooks up for story resources • Shelving up in small rooms and children's toilets • Parents room complete and functioning. • All new IT systems installed and functioning (Inventory, new server, Raspberry Pi, Interactive screen in classroom) • Application done for Green Screen on fence adjoining Kings Avenue • Review any adaptations needed regarding weather, heat, cold 	<ul style="list-style-type: none"> • Fixtures installed in buggy store to improve functionality • Plans for further display spaces developed (rails for hanging items, sensory wall, display boards, vision, art work) • Vision panels in some doors addressed (classrooms, small rooms, meeting rooms) • Review any adaptations needed regarding weather, heat, cold 	<ul style="list-style-type: none"> • Review any adaptations needed regarding weather, heat, cold
Systems developed for monitoring and managing spaces	MM, HM, MK, premises	<ul style="list-style-type: none"> • Time to organise and label spaces • Boxes, storage, label systems 	<ul style="list-style-type: none"> • More shelving ordered for fixed cupboards • All cupboards organised and clearly labelled. Storage ordered if needed. • Shared spaces organised so that all users have an appropriate space, that is organised and labelled. 	<ul style="list-style-type: none"> • Systems developed for the management of shared spaces; regular checks and maintenance done. • Areas of responsibility designated across the school. 	<ul style="list-style-type: none"> • Monitoring of systems developed and any adjustments made

Agree/ sign lease	RH HM Governors LA	<ul style="list-style-type: none"> • Time to attend meetings 	<ul style="list-style-type: none"> • Draft lease for new site being prepared by LA • Lease in place. • Complete any outstanding issues regarding lease. 		
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 19	Milestones, March 20	Milestones, July 20
Maximising SEND funding	AMK	<ul style="list-style-type: none"> • At key points through the year • Blocks of SENCO time 	<ul style="list-style-type: none"> • Ensuring all DAF funding is applied for • Considering applications for IF funding and getting paperwork underway. 		<ul style="list-style-type: none"> • Re applying for IF funding where relevant
Publicity plan developed for new build	MM HM RH	<ul style="list-style-type: none"> • Budget for signage • SLT time for the process 	<ul style="list-style-type: none"> • Plan where and what signage to be developed for new setting • Engage with signage company • Ensure all logos are in place 	<ul style="list-style-type: none"> • Signage installed • New photos taken for website and any other publicity. 	<ul style="list-style-type: none"> • Consider if any external publicity is needed to promote admissions for September intake.
Participating in campaign to save nursery schools	MM RH and other HoS	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Attend any relevant meetings. • Working with federation SLT to develop publicity • Publicity out to parents, staff and other visitors to MT. 		
Striving 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 • Reviewing systems to manage the process • Ensuring all families are aware, and are encouraged to check their own eligibility (2yo or 30 hr funding) 	<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 • Admissions meetings start, with stay and play. 	<ul style="list-style-type: none"> • Review and evaluate systems • Ensuring all families are meet to do a full application form very quickly after first contact with MT.

			<ul style="list-style-type: none"> Meeting families as they walk into MT to ensure they start as soon as possible 		
Maximising income from outside opportunities	MM	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Timetable for Early Excellence courses agreed and courses happening SLA with EEx signed with agreement on payment for use of spaces. MM released to attend coaching course and meet with participants (NDNA early years leaders programme) 	<ul style="list-style-type: none"> Charges agreed for use of spaces by external agencies, for clarity EEx courses running with as little impact on MT staff as possible MM released to attend coaching course and meet with participants (NDNA early years leaders programme) 	<ul style="list-style-type: none"> EEx courses running with as little impact on MT staff as possible- situation reviewed with decision made as to how we will continue MM released to attend coaching course and meet with participants (NDNA early years leaders programme)
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 19	Milestones, March 20	Milestones, July 20
The evaluation of the changes made to the immediate learning environment .	AMK PO'C MM	<ul style="list-style-type: none"> Staff meetings Budget for resources 	<ul style="list-style-type: none"> Monitor the use of the environment during our first Autumn term in the building, addressing any changes that are needed. Ordering resources that are needed to support the use of continuous provision. 	<ul style="list-style-type: none"> To carry out the same process of the outside environment, in order to maximise the learning potential for all children. Develop planning records to reflect what is happening in the setting and how the children are making progress using the provision 	<ul style="list-style-type: none"> End of year review with teams, in order to address issues and changes for the next year.
Ensure expected progress is achieved by all children in communication and language across the	MM (AMcK and PO'C)	<ul style="list-style-type: none"> Staff meeting time Budget for any 	<ul style="list-style-type: none"> Moderation focussed on early reading, across the federation. New style of moderation used. 	<ul style="list-style-type: none"> Staff to attend any training sessions available via EEx or other sources 	<ul style="list-style-type: none"> Staff to attend any training sessions available via EEx or other sources

curriculum. With a particular focus on developing early reading and writing skills. (Links to EYPP)		resources, training	<ul style="list-style-type: none"> • Staff to attend any training sessions available via EEx or other sources • Family Wednesdays to begin during this term with continued focus on language development across curriculum. • Practitioners to attend initial days of REAL training and carry out first home visits with targeted families. 	<ul style="list-style-type: none"> • Module 5 of the Froebel short courses held at MT for all teaching staff. Focussed on language development through songs • Family Wednesdays to continue, focussing on needs highlighted by parents and assessments of the children. • REAL work continues. 	<ul style="list-style-type: none"> • Data shows children have made expected progress in these strands. • REAL work continues and impact monitored via EExAT.
Small group work for children at risk of underachievement is effective. Focus on developing relationships and extending language development. (Links to EYPP)	AMK PO'C MM (JW)	<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. 	<ul style="list-style-type: none"> • Select named children for visits. • Explore placements for therapy students to enhance our provision for vulnerable children.
Developing a shared understanding of our intent (curriculum) and implementation of it	PO'C AMK MM	<ul style="list-style-type: none"> • Staff meeting time 	<ul style="list-style-type: none"> • Attend any sessions on the expectations of the new Ofsted framework. • Federation SLT time to discuss plan to move forward 	<ul style="list-style-type: none"> • Staff meetings to discuss our curriculum, and begin to develop this 	<ul style="list-style-type: none"> • Updated MT curriculum published and in use across the school
Monitoring by who and when			SIA and ISC		

Priority 4	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 19	Milestones, March 20	Milestones, July 20
Specific menu planning for breakfast, after-school club	PO'C (MM/ AMK)	<ul style="list-style-type: none"> • Cost of purchase of food. • Meeting time with key staff- 	<ul style="list-style-type: none"> • Introductory workshops with staff responsible for ASC 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. 	<ul style="list-style-type: none"> • Reviewing/evaluating.

		maybe cover costs.		<ul style="list-style-type: none"> • Roll out and review of new menus • Consultation with BC lead person around current menus and changes that are needed. 	
Monitoring by who and when				HoS, ISC	

Equalities Objective for 2019-20

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 2019): children who receive free school meals (linked to early years pupil premium), boys and our 'vulnerable' children

Overarching goals for the next 3 years

Goal 1
Re-establish in a new location, 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 newly established Federation of 5 nursery schools.
Goal 3
Ensure the nursery school and children's centre are running smoothly in a well-designed, welcoming and safe environment. 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, 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								