

2020/21 - 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 financial position and future sustainability of Maytree during the Covid-19 pandemic.	<ul style="list-style-type: none"> We have suffered a loss in income and increase in expenditure since March 2020, due to the restrictions of the Covid-19 pandemic. Early on we managed to furlough some staff to recoup some funds. However we have not been able to easily continue with this. These are additional losses on top of our depleting budget. Due to the pandemic the government has also been postponing the spending review which may determine our financial future. This has still not happened.
2. 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 awaiting appropriate response to our defects. There has been some movement, but many issues are still outstanding. 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, parents room, buggy store etc) We are also now implementing systems to manage the building better, and there are more that need setting up and others need refining.

Quality of education (Intent, Implementation, Impact)

Priority	Current position
3. To maintain outstanding teaching and learning to ensure children's outcomes are maximised during the Covid-19 pandemic .	<ul style="list-style-type: none"> We had our 1 day training of the next module of the Froebel course. This had an immediate impact in the classroom. We will be completing the second day later this year. With the move to online learning, we will be supporting staff in taking the opportunities to engage in this throughout the year. Making use of any free opportunities that come our way. We will also be continuing with the LEAP REAL project. This focuses on developing early reading skills and behaviours in homes with families. This will be done virtually this year.

	<ul style="list-style-type: none"> • 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. • Next year will see the introduction of the new EYFS, so we will need to become familiar with any changes. See EYPP strategy for further details
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"> • We need to re-establish the menus that we developed last year. This also needs to be rolled out across the extended services.
Outcomes for children and other learners (SEE EYPP PLAN)	

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 20	Milestones, March 21	Milestones, July 21
Managing the financial situation while meeting requirements of guidance linked to national pandemic	MM RH and other HoS	<ul style="list-style-type: none"> • Time • Loss of funding due to not being full 	<ul style="list-style-type: none"> • Risk assessment completed and updated as new legislation/ guidance is released • All procedures are adapted to maximise attendance while managing the safety of all staff and users • Weekly federation SLT meetings are arranged, to share practice 	<ul style="list-style-type: none"> • Review risk assessment and procedures if needed 	<ul style="list-style-type: none"> • Review risk assessment and procedures if needed

			<ul style="list-style-type: none"> Working to permanently employ agency staff where needed 		
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"> DAF applied for and received First round of IF applied for and received New procedures set up for managing the high levels of applications to be done. January applications started. Staff meetings to focus on preparing the January applications. Systems set up to manage the high numbers of EHCP applications 		<ul style="list-style-type: none"> Systems reviewed and adapted in preparation for next academic year.
Signage completed and implemented across other schools	MM HM RH	<ul style="list-style-type: none"> Budget for signage SLT time for the process 	<ul style="list-style-type: none"> Finalising signs that need to be installed 		<ul style="list-style-type: none"> All signage complete at Maytree
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"> Responding to any requests for information Keeping local MP up to date with key information 		
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"> Liaising with Lambeth to ensure we are receiving maximum funding Ensuring that admission phone calls are carried out promptly so that parents choose Maytree Where needed parent tours are carried out in a safe way, when fewer or no children and staff are on site Interested parents are directed to the virtual tour on the website Taking on feedback from parents to adapt/ improve procedures, where feasible 	<ul style="list-style-type: none"> Filling any spaces available prior to census, and then again before the Easter break. 	<ul style="list-style-type: none"> Ensuring systems are in place to prepare for September intake well in advance

			<ul style="list-style-type: none"> Application completed for January intake, if spaces are available 	
Monitoring by who and when			ISC and RC	

Priorities - detail and milestones

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 20	Milestones, March 21	Milestones, July 21
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"> Systems set up with admin staff to manage and monitor spaces, ensuring all equipment needed is available in spaces and more specifically for any meetings or training sessions Staff library is set up, and systems are reviewed 	<ul style="list-style-type: none"> Review systems If pandemic ends, prepare for setup of children's library loan service. 	<ul style="list-style-type: none"> Review systems
All defects / works on the building complete and rectified	MM, HM, MT	<ul style="list-style-type: none"> Time to follow up, and monitor works completed Time/pay for out of school hours for works to be completed (SLT, PO) 	<ul style="list-style-type: none"> Monitor spreadsheet of all logged defects and completion of any works Regularly chase 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. Letter to MTVH requesting permission to carry out improvement works submitted 	<ul style="list-style-type: none"> Permission granted and works to begin on buggy store Monitor spreadsheet of all logged defects and completion of any works Regularly chase MTVH on progress of these works, ensure Lambeth and governors are informed/involved 	<ul style="list-style-type: none"> All defects are rectified

Agree/ sign lease	RH HM Governors LA	• Time to attend meetings	• Time frame for this to be agreed		
Monitoring by who and when			Governor visits: TBC Attending key meetings: MM, HM		

Priority 3		To maintain outstanding teaching and learning to ensure children's outcomes are maximised during the Covid-19 pandemic.			
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 20	Milestones, March 21	Milestones, July 21
The evaluation of the changes made to the immediate learning environment , and the impact of current guidelines linked to the pandemic.	AMK PO'C MM	<ul style="list-style-type: none"> • Staff meetings • Budget for resources 	<ul style="list-style-type: none"> • Review of provision, and that in it's limited form it is still meeting the needs of all children • Ensure that daily evaluation meetings are happening to discuss the provision and needs of children 	<ul style="list-style-type: none"> • Review of provision, and that in it's limited form it is still meeting the needs of all children 	<ul style="list-style-type: none"> • Review of provision, and that in it's limited form it is still meeting the needs of all children
Small group work 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"> • Cover for staff to focus on small groups. • Time to plan and prepare sessions. 	<ul style="list-style-type: none"> • Talking Tables reviewed to alter the new format and timetabled. • Use previous assessments and knowledge of children to select groups to receive focussed support. • Focus of sessions revised to meet changes in needs due to impact of lockdown 1. 	<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. 	<ul style="list-style-type: none"> • Select named children for visits, if able to go ahead. • Review format of TT if able to revert to last years model
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"> • Federation SLT time to discuss plan to move forward • 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

Developing planning formats and procedures to take into account the changes to the environment, and curriculum	AMK PO'C MM	<ul style="list-style-type: none"> • Staff meeting time • SLT time 	<ul style="list-style-type: none"> • POC to research planning formats to meet the needs of our continuous provision 	<ul style="list-style-type: none"> • Staff meetings to share proformas, and discuss practicalities. 	<ul style="list-style-type: none"> • New planning formats implemented, and an effective tool to drive forward progress and record planning
Preparing for changes to EYFS	AMK PO'C MM	<ul style="list-style-type: none"> • Staff meeting time • SLT time 		<ul style="list-style-type: none"> • SLT to read and digest new EYFS proposals 	<ul style="list-style-type: none"> • Staff meeting time to highlight, share and discuss changes
Monitoring by who and when			SIA and ISC		

Priority 4					
To ensure that we are offering a range and variety of healthy food across all services (BASC and holidays).					
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 20	Milestones, March 21	Milestones, July 21
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- maybe cover costs. 	<ul style="list-style-type: none"> • Review provision at ASC is continuing as planned before the start of the pandemic 	<ul style="list-style-type: none"> • Review provision for holiday club, and that it is line with the new menus 	<ul style="list-style-type: none"> • Review provision for BC and that it is line with new menus
Monitoring by who and when			HoS, ISC		

Equalities Objective for 2020-21

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 2020): To follow.

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. In a new location expanding our community across a wider location. 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 introducing a nurture space and expanding therapy provision.
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 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, 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	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				