

# 2021/22 - Effra - 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
<p>1. Ensuring the long-term financial sustainability of Effra.</p>	<p>A perfect storm of factors has significantly affected admissions and numbers on roll this year. We are currently at 55% capacity. A falling birth rate, European families returning to their countries, and the impact of the pandemic on working patterns and arrangements has markedly reduced numbers. Additionally, spare capacity in primary school nurseries has led to some families relocating their child to the nursery class of a primary school where an older sibling attends.</p> <p>We continue to seek methods to sustain the FTE level of provision; to maintain demand for, and thereby protect income generated by, breakfast, after school and holiday provision, whilst ensuring flexible and efficient use and deployment of staffing.</p> <p>An overhaul of application processes has resulted in a much more streamlined and responsive service so minimising a potential loss of applicants. An online enquiry process is now in place on the Effra website with enquiries being responded to, and followed up rapidly and regularly. A promotional video has also been incorporated into the website, and flyers have been distributed locally.</p> <p>There is a continuing high level of SEND requiring intensive adult support. There has been a focus on prompt application for EYIF and EHCPs. Over the last academic year 6 applications were made for EHCPs. 4 were completed before the end of year and 2 remained in progress and should be completed early in the child's reception year. The cost of supporting children with SEND continues to exceed the additional SEND funding from the local authority whether through inclusion funding or EHCPs. There will be a continuing emphasis on prompt applications for EHCPs.</p> <p>We face rising staffing costs and the maintenance cost of a deteriorating building and services that require upgrading and/or replacing. Our current energy services are deemed to be inefficient resulting in high energy costs.</p> <p>The restructure of the MMS team and the 2 year olds team in April 2021 has resulted in savings, and currently 2 posts remain vacant as numbers on roll at this time do not justify filling these posts. Again, existing staff working more flexibly have enabled the cost of recruiting to these posts to be saved in the short term. Increasing numbers on roll may require these posts to be filled.</p>

## Quality of teaching, learning and assessment.

Priority	Current position
<p>2. To continue aiming for <b>outstanding teaching and learning</b> to ensure children's outcomes are maximised</p>	<p>Staff have attended team training sessions to ensure familiarity with the reforms to the EYFS which have been effective from September 2021. A continuing programme of staff meetings and training will focus on examining new EExAT statements and moderating assessment judgements and developing our curriculum.</p> <p>An audit of resources has been carried out in both Blue and Green classes. Older/obsolete/unsuitable resources have been discarded. This remains an ongoing priority.</p> <p>The classroom environment in both classes has been reviewed and layouts altered and adapted. Advice from a local authority early years consultant was sought when reviewing the Blue room environment. Again this will be ongoing and will be dovetailed into the continuing development of our curriculum.</p> <p>Our curriculum will be reviewed and developed to ensure appropriate progression and continuity from Blue to Green Class in line with EYFS reforms</p> <p>Assessment and other paperwork will be reviewed to ensure professional knowledge of children is strengthened and unnecessary paperwork avoided.</p> <p>The HoS and classroom leads will continue to monitor teaching and learning through formal observations, walkthroughs and monitoring of children's records.</p> <p>The restructure of the Blue Class team has now been consolidated. This has enabled the provision of more timetabled opportunities for regular staff team meetings/training and PPA time for all staff. This has replaced what was formerly a somewhat ad hoc arrangement for meetings/PPA.</p> <p>Over the last 3 years the Blue Room team has experienced a significant amount of change and some instability, therefore, there will be a particular emphasis on developing this provision. Ensuring child development is at the heart of planning and provision will lead to all children making at least good progress. This will include:</p> <ul style="list-style-type: none"> <li>● Staff training on the curriculum. Developing a simple yet effective planning and evaluation format.</li> <li>● Staff training on using the Leuven Scales to assess well being &amp; involvement</li> <li>● Staff training on using EExAT.</li> <li>● Improved teacher input.</li> <li>● Regular teaching and learning observations and feedback to the team.</li> <li>● SENCO and lead teacher to offer support to staff and team teach to deliver effective SEND provision and interventions where appropriate.</li> <li>● Evelina Communication Award training focussing on improving adult-child interactions and developing use of WELCOMM screening tool</li> </ul>
<p>3. To develop parent partnership, improve the exchange of information between Effra and parents, and enable increased parental input into children's assessment, and involvement in supporting their children's learning and development.</p>	<p>Covid safety measures have restricted direct communication between parents and Effra. This has highlighted the importance of improving communication and building a stronger parent partnership by:</p> <ul style="list-style-type: none"> <li>● Opening parent access to EExAT in order to develop home/school involvement and contributions to assessment.</li> <li>● Producing a regular curriculum newsletter to support home/school learning.</li> </ul>

## Personal development, behaviour welfare & attitudes

Priority	Current position
4. Well-being and involvement of children.	<p>Green room staff team have a good understanding of the impact that wellbeing and involvement has on outcomes for young children. They are familiar with and confident when using the Leuven Scales to assess well-being and involvement.</p> <p>At the start of the year and with each intake of new children, their scale of wellbeing and involvement are recorded. For those children with low levels we will formulate an action plan which will be regularly reviewed. Weekly and daily planning will also reflect the specific needs of these children. By year end we anticipate all children having improved levels of well-being and involvement.</p> <p>We continue to support children's ability to regulate their emotions, manage interactions, make friends, co-operate and solve differences with other children.</p>

## Outcomes for children and other learners

5. Improving outcomes for vulnerable groups at risk of underachieving. (EYPP, EAL, SEND, LAC, vulnerable)	<p>EYPP - See EYPP plan</p> <p>Green room staff have received training toward <b>Evelina Communication friendly award</b> and in using <b>WELCOMM screening tool</b>. This was curtailed at the onset of the Pandemic. This will be resumed with appropriate refresher training.</p> <p>Incomplete data as a result of Covid-19 disruption has prevented accurate measurement of progress and outcomes to be made for most children who were unable to attend during closure periods. Further <b>analysis of on-entry assessments</b> will be used to identify groups at risk of underachieving.</p> <p>All groups are supported through <b>quality first teaching</b>.</p> <p>Children's <b>progress</b> meetings and ongoing discussions are effectively used to identify individual children and groups who will benefit most from additional support.</p> <p>Those children identified with <b>SEND</b> and or as vulnerable are a <b>focus at regular staff meetings</b> to ensure appropriate support or early intervention is put in place</p> <p><u>All groups:</u>  <b>Natural Thinkers</b> - there is a well-established system for planting and growing food; the outdoor areas are used to teach children about the benefits of a healthy lifestyle. 2 staff members in the Blue Room are currently undertaking the Natural Thinkers training.</p> <p>Our <b>Core Book Approach</b> continues to ensure storytelling activities are always available for children to access independently or as part of a focus. These books are also available for children to take home from the lending library.</p> <p>Using <b>children's interests</b> to engage children in learning.</p>
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Offering a varied and inclusive and **enabling environment** that takes into account the local community and its shared cultures, seasonal changes, events and celebrations.

**Enrichment activities** at school as well as visits and trips (COVID-19 permitting)

### **Equalities Objective for 2021-22**

We will closely monitor achievement of the following groups, and target those at risk of underachieving and narrow the gap (taken from our baseline data, : children who receive free school meals (linked to early years pupil premium), our 'vulnerable' children, children with SEND and children attending nursery for only 3 or fewer terms. (2020-21), children in receipt of ELO.

## **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 introducing a nurture space and expanding therapy provision.

### **Goal 2**

Ensure financial viability through maximising efficiency, exploring possible options for improved publicity and financial savings as a member of the Federation of the 5 nursery schools.

### **Goal 3**

To continue to adapt and develop provision to meet the needs of the local community.

# 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		
EHCP	education, health and care plan	ICT	Information and communication technology	EYPP	Early years pupil premium	SLT	senior leadership team		
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				