

## 2023 - 2024 - Effra and Triangle Nursery Schools - School Improvement Plan - key priorities (updates)

### 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 <b>long-term financial sustainability</b> of the schools.</p> <p><b>January 2024 update - Temporary relocation of Triangle Nursery School to the site of Effra Nursery School.</b></p>	<p>The schools continue to experience a short fall of numbers on roll, although this does seem to be increasing slightly. The factors which adversely impacted numbers last year are still influencing admission numbers; Brexit related migration, children and families moving out of borough and a reducing birth rate are significant factors.</p> <p>Primary schools seeking to fill empty places are offering places to younger nursery age siblings of children on roll at their schools. This is often an attractive offer to busy parents as it avoids the complicated logistics of multiple pick ups/drop offs. A number of 2 year olds transferred to an older sibling's primary school nursery at the end of last year as a result.</p> <p>There was a steady rise in numbers on roll last year at both schools.</p> <p>Although, in the present context, there seems little prospect of significantly increasing numbers on roll we are closely monitoring admission processes to ensure take up is maximised, and that enquiries, applications and enrollments are processed as speedily as possible. We are also striving to maintain demand for, and thereby protect income generated by, breakfast, after school and holiday provision, whilst ensuring flexible and efficient use of staff. This is achieved by regularly publicising this provision and carefully managing staff deployment, particularly where vacant posts exist.</p> <p>There has been a steady rise in the number of children with SEND who require high levels of adult support. This has led to increased costs as the cost of providing appropriate support for children with SEND exceeds the additional funding received from Lambeth. There is a continuing emphasis on applying promptly for EHCPs, DAF, DLA, and EYIF to maximise funding in these areas as rapidly as possible. It is hoped that the launch of our new nurture provision in Autumn 2023 will see an increase in applications from families with children with complex needs.</p> <p>Energy and building maintenance costs are rising. We are also faced with increasing staffing costs. Some energy costs will be offset by the installation of solar panels on the Effra roof and LED lighting in all internal spaces. This was provided as part of the Public Sector decarbonisation scheme.</p> <p>We remain committed to ensuring staff wellbeing and good mental health is a priority. We will continue to monitor workload and look to reduce this where possible. Sickness and leave processes have been discussed and all staff made aware of the correct policy and procedure. Support and monitoring will continue to be put in place to support staff's physical and mental health, and to ensure staff attend work as often as possible.</p> <p>A Federation inset day is planned with a focus on networking, team building and the code of conduct. We are hoping to provide more opportunities for staff to visit and meet across different sites.</p>

## Quality of Education

Priority	Current position
<p>2. Developing the <b>nurture provision</b> to ensure that children with complex additional needs can access effective support and intervention.</p> <p><b>Relocation of Triangle Nurture Provision.</b></p>	<p>An action plan was implemented over the Summer holidays to develop the nurture provision, due to launch in Autumn 2023. There is capacity for 10 FTE places in the space to support children with complex additional needs. It is likely that all of these children will require an EHCP request.</p> <p>There are improving relationships with professionals to enable effective support to be offered to families. As the Local Authority Early Years SEND team is established, we will work closely to ensure all children and families have access to the support they require.</p> <p>Referrals will be made as appropriate and we will ensure that EHCP requests are made at the earliest opportunity to enable a smooth transition into Primary School.</p> <p>Closer working relationships with the childrens centre and Better Start workers will support children and families in all areas of need.</p> <p>All staff are being encouraged and supported to complete <a href="#">Dingley's Promise on-line training</a>. This is a free 5 year rolling programme of CPD with a focus on inclusion and inclusive practice which is being offered to all Lambeth staff working in Early Years. We are seeking to maximise take-up by ensuring staff are supported and given opportunities to access training.</p>
<p>3. To continue aiming for <b>outstanding teaching and learning</b> to ensure children's outcomes are maximised</p> <p><b>In response to Triangle move and Effra Ofsted inspection - support from Holmewood HoS to develop Teaching and Learning overview.</b></p>	<p>Staff teams have met regularly during the previous academic year to develop and review the Effra Curriculum. This has been adopted across Blue &amp; Green Classes since February 2022 and is subject to ongoing review and adaptation. Staff are now familiar with and are confidently using the new curriculum.</p> <p>There is an ongoing commitment to reviewing and updating the learning environments, providing strong and more consistent access to a 'continuous provision' . New furniture and open ended resources will develop children's independence and active role in using resources to develop their ideas.</p> <p>There will be ongoing support for staff to use the Evidence Me online assessment system. This will be shared with parents in the Autumn term. A new assessment document has been created and shared with staff that combines statements from Birth to Five, EExAT assessment tracker and SALT documents.</p> <p>Most staff have now received training as part of the Evelina Communication friendly environment award. Training in use of the WELLCOMM screening tool is ongoing and currently Blue Class staff are benefiting from weekly sessions with an Evelina speech and language therapist.</p> <p>The current forest school offer will be enhanced to provide all children with more off site visits and ensure that children have opportunities to experience forest school during both summer and winter. Additionally we will be starting weekly 'Nature Nurture' Sessions with a focus on communication and language development for children in receipt of EYPP.</p> <p>There will be a focus on reading in the nursery and in encouraging and supporting parents/carers to read with children at home. In addition to sending a library book home each week a children and adults' drop in book exchange will be set up in the foyer so parents and children donate, select and swap books together so as to encourage adults to model a love of reading.</p> <p>The HoS and classroom leads will continue to monitor teaching and learning through observations, learning walks and monitoring of children's records. Staff performance management is linked to teaching and learning and school improvement targets. This will be complimented by visits from the SIA and HoS/lead teachers from other schools completing learning walks.</p>

<p>4. To <b>develop parent partnership</b>, 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>Daily face to face communication with parents has resumed and parents and carers are now accessing more of the internal building. Parents will be given access to the new Evidence Me system to monitor their child's progress and development and to add examples of learning at home.</p> <p>Regular coffee mornings for parents will be held. There will be a range of themes for these as well as responding to any needs or interests identified by parents. School staff to lead on these sessions with support from other professionals (eg. Children's Centre staff).</p> <p>Links with the children's centre, which were adversely impacted during the pandemic, will be re-established and strengthened and Better Start and outreach staff will provide advice and play and stay sessions for parents on site at Effra. Planning for Effra stay and play sessions to be included on CC timetable.</p> <p>Obtain staff training from Better Start team to ensure staff knowledge/awareness of referral process and improve familiarity with other local support services to ensure parents/families can be signposted appropriately.</p> <p>Communicate with parents and carers through parent mail to ensure information is shared effectively.</p> <p>A regular curriculum newsletter to support home/school learning will be produced.</p>
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### Personal development, behaviour & attitudes

Priority	Current position
<p>5. Improving the Well-being and involvement of children.</p>	<p>Staff teams 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 scales of wellbeing and involvement are recorded. For those children with low levels we will formulate an action plan which will be regularly reviewed.</p> <p>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> <p>The new classroom layouts and set up will work towards strengthening children's independence and confidence in accessing open ended resources. Staff will support children in extending their ideas, thoughts and ideas and to develop their social and emotional development.</p> <p>We will introduce age and developmentally appropriate interventions and support based on the zones of regulation to help children to recognise and regulate their emotions and to develop strategies to express their wants and needs appropriately.</p>

### Outcomes for children and other learners

Priority	Current position
<p>6. <b>Improving outcomes</b> for vulnerable groups at risk of underachieving.</p>	<p>All groups are supported through <b>quality first teaching</b>. 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>EYPP - See EYPP plan</p>

Those children identified with **SEND** and or as vulnerable are a **focus at regular staff meetings** to ensure appropriate support or early intervention is put in place. Nurture provision - develop assessment and monitoring of progress and attainment of children with SEND.

All groups:

**Forest Schools and Natural Thinkers** - 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. Blue room has received accreditation, Green room to undertake training this year.

Our **Core Book Approach** 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.

Using **children's interests** to engage children in learning. **Focus child approach to planning.**

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 (including Forest schools, nature nurture)

Priority 1	Ensuring the long-term financial sustainability of Effra.				
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
Increase the number of children on roll, which will lead to increased funding.	LP SH SR	Time for parent tours  Time to review and amend processes	Review admissions processes.  Prioritise parent tours and reduce waiting time for places to be offered.	Review updated admissions processes.  Prioritise parent tours and reduce waiting time for places to be offered.  Review management of two schools working on one site - processes.	Prioritise parent tours and reduce waiting time for places to be offered.  Plan for Autumn term.
Maintain and seek to increase current funding streams for children with SEND.	LP LM TH EP	Time to make applications	High Needs Capital Bid outcome.  Make EHCP requests.  Make Inclusion Fund applications.	Make a new bid to the high needs capital fund.  Make EHCP requests.  Make Inclusion Fund applications.	Review spend of high needs capital bid.  Make EHCP requests.  Make Inclusion Fund applications.
Monitor income from paid provision and seek to increase this.	LP AF SH SR	SLT time	Review of current income from paid provision.  Update costings.	Review changes to costings.  Review holiday club.	Review changes to costings.  Review holiday club.

			Review holiday club offer.	Publicise holiday club within local area.	Publicise holiday club within local area.
Review current staffing structures.	LP SC EP TH JC	SLT time	Review staff teams and amended structures. Meet with staff who have changed roles and responsibilities.  Review ratio requirements.  Annual briefings with a focus on staff attendance.	Review structure. Make changes/offer support as required.  Review HR processes to support improved staff attendance.  Work with LA to review current arrangements for Triangle and Effra.	Review structure and continue to offer support as required.  Plan for Autumn staffing needs.  Work with LA to review current arrangements for Triangle and Effra.
Staff feel well supported in terms of both wellbeing and workload	SLT	Monthly staff Meeting Time  Monthly group discussion  Appraisal  INSET cost  Health Assured	Feedback from Summer Federation Survey – use to inform future actions  Sharing of Health and Wellbeing Monthly from Health Assured our employee assistance programme  Team Meetings to develop focus and actions to support mental health, wellbeing and workload  Complete staff appraisals	Sharing of Health and Wellbeing Monthly from Health Assured our employee assistance programme  Workload review with staff  Team Review Meeting and feedback as part of staff meeting  Staff survey to include workload	Sharing of Health and Wellbeing Monthly from Health Assured our employee assistance programme  End year staff review of wellbeing and workload  SIP review and reflection  Staff Appraisal Review
<b>Monitoring by who and when</b>			ISC and RC		

<b>Priority 2</b>		Developing the <b>nurture provision</b> to ensure that children with complex additional needs can access effective support and intervention.			
<b>Intended outcomes</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 23</b>	<b>Milestones, March 24</b>	<b>Milestones, July 24</b>
Set up a nurture provision to support children with complex additional needs.	LP LM TH	Inset day  Staff meeting time  High needs capital bid funding	Review staff team.  Order resources and equipment.  Create space.  Review process for applying for additional funding. Review staff roles and responsibilities.	Review use shared Triangle/Effra shared space. Review staffing model.  If high needs capital bid is successful, use funding to enhance space.  Review admissions and seek to meet with LA to manage future admissions.	Review use shared Triangle/Effra shared space. Review staffing model.  If second high needs capital bid is successful, use funding to enhance space.  Review admissions and seek to meet with LA to manage future admissions.

<b>Priority 3</b>		<b>To continue aiming for outstanding teaching and learning to ensure children's outcomes are maximised</b>			
<b>Intended outcomes</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 23</b>	<b>Milestones, March 24</b>	<b>Milestones, July 24</b>
To embed an effective curriculum in all classrooms.	LP SC EP TH LM JC	Meeting time Funding for any resources needed	Review Federation curriculum policy. Staff discussion - review current curriculum.  Teaching and learning monitoring by SLT.  Staff to complete on-entry assessments to inform curriculum planning that is cohort specific.	Review current planning formats.  Teaching and learning monitoring by SLT.  Staff meetings are arranged to evaluate curriculum and make adaptations.  Review curriculum overview.	Review use of amended planning formats.  Review coverage of curriculum and impact on children's progress and development.  After summer term assessments are complete, staff meetings planned to adapt curriculum for the next academic year.
All children will receive regular observations that show learning and development.	LP SC EP TH LM JC	Meeting time NCT for KP to familiarise with the system	Review current observations format.  Staff meetings to focus on observation writing.  Meetings planned to share learning, and become more efficient.  Continue to implement the new assessment system (Evidence Me) across the school.	Staff meetings to focus on observation writing.  Focus child planning approach implemented.  SLT to monitor observations written by KPs.  Share log in with parents and carers.  Review Effra/Triangle merge.	Review focus child approach.  Review KPs observations as part of teaching and learning monitoring.  Take relevant action regarding Effra/Triangle merge.
Review systems for moderating assessment information. Including federation moderation.	LP SC EP	Meeting time	Discussion at SLT to agree how we will moderate with EM.	Moderation process implemented in school, and reviewed.	Federation moderation planned for in a meaningful way.
WELLCOMM assessments to be completed for all children.	LP SC EP JC	Staff release time	Meet with Lambeth SALT team to plan for WELLCOMM assessments at Effra.  Parent registration/consent forms signed	Parent registration/consent forms signed.  Children and staff attending WELLCOMM assessments.	Parent registration/consent forms signed (new children).  Children and staff attending WELLCOMM assessments.

			SALT referrals made as required.	SAL referrals made as required.	SAL referrals made as required.
Monitoring by who and when			ISC		

Priority 4	To develop parent partnership				
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
To work with parents and carers as partners to ensure the best outcomes for children.	LP SC EP LM TH JC	SLT time  Meeting time	Establish regular coffee morning and opportunities for parents to meet and give feedback.  Establish regular opportunities for parents to attend events in the classroom with their children.	Continue regular coffee morning and opportunities for parents to meet and give feedback.  Continue regular opportunities for parents to attend events in the classroom with their children.	Continue regular coffee morning and opportunities for parents to meet and give feedback.  Continue regular opportunities for parents to attend events in the classroom with their children.
Develop learning at home.	LP SC EP LM TH JC	Preparation time	Develop lending library and resources to share at home.  Plan for focus learning weeks to share activities and ideas with parents.	Review lending library.  Plan for focus learning weeks to share activities and ideas with parents.	Review lending library.  Plan for focus learning weeks to share activities and ideas with parents.
Monitoring by who and when			ISC		

Priority 5	Well-being and involvement of children.				
Intended outcomes	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
Measure children's Wellbeing and Involvement to support healthy development.	LP SC EP TH LM JC	Staff meeting time	Reintroduce the Leuven scales to measure wellbeing and involvement.	Review use of Leuven scales.  Review classroom layout and continuous provision.  Review of lunchtime guidelines/expectations.	Review use of Leuven scales.  Review classroom layout and continuous provision.  Plan training for next academic year as required.

Review behaviour policy and whole school approach to managing challenging behaviour.	LP SC EP LM TH JC	Staff meeting time	Review behaviour policy. Review strategies used to manage challenging behaviour. Seek training as required.	Review strategies used to manage challenging behaviour. Seek training as required. Review HoS support.	Review strategies used to manage challenging behaviour. Seek training as required.
<b>Monitoring by who and when</b>			ISC		

<b>Priority 6</b>	<b>Improving outcomes for vulnerable groups at risk of underachieving.</b>				
<b>Intended outcomes</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 23</b>	<b>Milestones, March 24</b>	<b>Milestones, July 24</b>
Improve outcomes for children in their early reading skills. This is via the support from the LEAP team with the delivery of the REAL project.	LP JC LM	Meeting time Events Resources (funding available)	Staff to attend training Families are selected using the criteria given by LEAP Programme of support begins	Review from autumn term.  Event is planned for the families involved.  SALT training for all staff by LEAD SALT.	Review from Spring term.  LEAP funding ends - plan how to continue from the school budget.  Consider SALT SLA for next term.
Support children's outdoor play (Nature Nurture, Forest Schools).	SC JL	Cover for trips out Time to plan	Plan for Nature Nurture and Forest Schools sessions.  Children attend local trips.	Plan for Nature Nurture and Forest Schools sessions.  Children attend local trips.	Plan for Nature Nurture and Forest Schools sessions.  Children attend local trips.
Children make good levels of progress.	LP SC EP LM TH	Staff meeting time PPA	Children's attainment is recorded on individual highlighted sheets, measuring attainment.	Children's attainment is recorded on individual highlighted sheets, measuring attainment.	Children's attainment is recorded on individual highlighted sheets, measuring attainment.

	JC		Key persons meet to review and discuss gaps in learning.  Children at risk of underachieving are discussed and interventions/support put in place as needed.	Key persons meet to review and discuss gaps in learning.  Children at risk of underachieving are discussed and interventions/support put in place as needed.	Key persons meet to review and discuss gaps in learning.  Children at risk of underachieving are discussed and interventions/support put in place as needed.
Children are supported effectively.	LP SC EP LM TH JC	Staff meeting time Time to make referrals	Referrals and assessment completed for children as required.  Establish nurture provision.	Referrals and assessment completed for children as required.  Training for SEND team, including support from Lambeth SEND outreach team.	Referrals and assessment completed for children as required.  Review of SEND teacher role.
<b>Monitoring by who and when</b>			ISC		

### Equalities Objective for 2023-2024

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, 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 and meeting all children's individual needs.

### 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, including our nurture provisions, to support children with special educational needs or disabilities.

# 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		
HoS	Head of School	NDNA	National Day Nurseries Association	LEAP	Lambeth Early Action Partnership	REAL	Raising early achievement in literacy		
EExAT	Early Excellence Assessment Tracker	IF	Inclusion funding	DAF	Disability access fund	EM	Evidence Me		