

2021 / 22 - School Improvement Plan

Overview of priorities and rationale

* acronyms list at end of document

Effectiveness of leadership and management OR other developments

Priority	Current position
<p>1. To continue to develop the financial position and future sustainability of Triangle.</p>	<p>Numbers on roll grew over the year from 70% at autumn census to 105% at summer census with further increase over the summer term. Anticipated roll for Autumn 2021 will be 70% capacity. The level of applications has been impacted by a borough wide decline in numbers on roll and demand for places. This change has been heavily influenced by a 25% drop in the local birth rate since 2009, migration due to Brexit and changes in demographics due to COVID-19.</p> <p>There are continuing higher levels of SEND requiring intensive adult support. We have focused on prompt application for EYIF, DAF and DLA and reapplication in April each academic year. Over the last academic year, 13 applications were prepared for EHCP (2 of these were finalised in the Spring term, 3 at the end of the summer term, 5 are expected to be finalised in Autumn 2021. 3 EHCP requests were not sent in due to parents removing consent for this to happen). This is in addition to the 2 EHCP that were finalised and in place from Spring 2020. In total this meant that 15 EHCPs were being written and regularly updated by the SENDCO. The nurture space is full with a waiting list and continues to bring in funding to support children while they are being assessed. This allows for a 1:2 ratio of support. The cost of supporting children with SEND across the school continues to exceed the additional SEND funding from the local authority whether through nurture space funding, inclusion funding or EHCPs.</p> <p>In addition to the cost of SEND support, we are also faced with rising staffing costs and the maintenance of aging services and buildings. We have had several leaks from the block above and our boilers have been working intermittently through the year.</p> <p>We continue to explore options to protect income and/or sustain the 52.5 FTE level of provision with more limited resources.</p> <p>Office staff and the HoS ensure rapid response to all enquiries and applications. A new promotional video is planned. Regular updates to google and facebook to continue. We are exploring capacity to develop a stay and play session at the Spinney and how we can publicise Triangle in this space.</p> <p>2 year old provision is providing a steady number of children transitioning through into the 3/4 provision.</p> <p>Breakfast and after school clubs to resume from Autumn 2021. This should support working parents and those who need their children to attend for longer hours.</p>

<p>2. To work with Lambeth SEND to develop the Nurture Space as part of the local offer.</p>	<p>Continue to have regular contact and meetings with Adam Yarnold, Catherine Pearson and senior Lambeth team to promote and develop the nurture space.</p> <p>Discussions to be had about the staff team - plans to increase capacity from 5 FTE to 7 FTE. This would allow for another member of staff to join the team. 2 teaching assistants will be contracted and a long term agency teacher currently in place.</p> <p>Total income from the nurture space and EHCPs for 2020-21 was approx £145k. This is predicted to be £157k for 2021-22 (this figure includes nurture space funding, EHCP, IF and DAF). As more children join the school, more IF applications can be made.</p> <p>To apply for additional funding from Lambeth SEND capital fund (focus on physical development and equipment/resources).</p> <p>To continue to develop the classroom layout and replenish resources in order to support the children on roll.</p> <p>Review and evaluate the nurture space and how this is promoted as part of the local offer.</p>
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Quality of teaching, learning and assessment

Priority	Current position
<p>3. To maintain outstanding teaching and learning to ensure children's outcomes are maximised.</p>	<p>The reorganisation of the classroom spaces was well planned and all 3 spaces are now operated effectively. After a very busy summer term, the Autumn term has allowed for some reflection and reviewing of resources and classroom layouts. As the new curriculum comes into effect on 1st September, staff will continue to review the classroom set up and make changes as necessary.</p> <p>Senior staff attended training on the new curriculum during Summer 2021. All staff will focus on the new curriculum through whole school and classroom team training through the Autumn term. This will include looking at the new EExAT statements.</p> <p>There are changes to staff teams and support will be put in place to ensure training and support is offered as necessary.</p> <p>Paperwork will be reviewed and streamlined. This will include planning and focus child paperwork to ensure it is not too time consuming and allows staff to spend more time with the children. Special books will also be reviewed and updated to ensure they effectively capture the child's voice.</p> <p>There will be continued focus on the Leuven scales and characteristics of effective learning and staff will be encouraged to reflect on the trauma informed training completed last year. There must be a continued focus on children's wellbeing and PSED and communication skills following lockdown.</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>To further develop the two year provision, ensuring child development is at the heart of planning and provision which will lead to all children making at least good progress. This will include:</p> <ul style="list-style-type: none"> ● Consolidate the staff team. ● Staff training on the curriculum. Continue to develop a simple yet effective planning and evaluation format. ● Staff training on using EExAT. ● HoS to provide support and remain as teacher for all 2 year olds, overseeing their files and development.

	<ul style="list-style-type: none"> • Termly teaching and learning Observations and feedback to the team. • SENDCO and lead teacher to offer support to staff and team teach to deliver effective SEND provision and interventions where appropriate.
Personal development, behaviour and welfare	
Priority	Current position
4. Wellbeing and involvement of children	<p>Staff have a good understanding of the impact that wellbeing and involvement has on outcomes for young children. 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, action plans are put in place and reviewed for impact termly. Weekly and daily planning is adapted to focus on the specific needs of these children. By the end of the year all of the children’s wellbeing and involvement had improved.</p> <p>We will continue to closely monitor children’s wellbeing and involvement and create and implement action plans for those children needing them. 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>It will be important to continue to monitor children attending the nurture space and how they are demonstrating the Leuven scales.</p>
Outcomes for children and other learners	
Priority	Current position
5. Improve attendance of all children and in particular those children in receipt of EYPP.	<p>Attendance was adversely affected by the current pandemic and prior to this by term time extended holidays and sickness requiring 48 hours of recovery from illness before returning to nursery.</p> <p>There is an efficient first day contact system in place with follow up procedures for vulnerable families.</p> <p>Where parents have not responded to phone calls, text or email, key persons and teachers find out and report the cause of absence to the office. This requires monitoring to ensure no ‘Ns’ remain on children’s records.</p> <p>Signposting parents when necessary for early help through our Children’s Centre Better Start Worker.</p> <p>Half-termly monitoring of attendance for all children and groups.</p> <p>Meeting with the Head of School to see how school may be able to assist improvement in attendance and punctuality. Letters may be sent where children’s attendance is below 85%.</p> <p>Sharing of attendance data with receiving school on transition.</p>

	<p>Changing the morning story time to 9.45am to help parents/carers recognise the importance of prompt and daily attendance.</p> <p>We will continue to monitor attendance and have discussions about moving forward with children's attendance patterns. Decisions will be made regarding the Universal offer of the 15 hours over 5 part time days.</p>
<p>6. Improve outcomes for all groups identified as at risk of underachievement</p>	<p>COVID-19 has prevented accurate measurement of progress and outcomes for many children as they were not attending. Groups will be identified using last year's priorities together with the new on-entry assessments. All children will receive an on-entry Autumn assessment.</p> <p>All groups are supported through quality first teaching.</p> <p>Children's progress 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 SEND and or as vulnerable are a focus at regular staff meetings to ensure appropriate support or early intervention is put in place.</p> <p><u>All groups:</u> Outdoor learning - there is an established and developing system for planting and growing food; the outdoor areas are being developed to ensure children can develop their physical skills.</p> <p>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.</p> <p>Using children's interests to engage children in learning.</p> <p>Offering a varied and inclusive and enabling environment that takes into account the local community and its shared cultures, seasonal changes, events and celebrations.</p> <p>Enrichment activities at school as well as visits and trips (COVID-19 permitting)</p> <p>Strategies to improve outcomes for targeted groups as above plus:</p> <p>Language groups to support children's expressive and receptive language skills, PSED groups to support children's social interaction and emotional regulation/executive function, music and singing groups to develop language, music therapy sessions to support language and social interaction, SEND specific interventions to support individual targets and areas for development. These are targeted provisions to extend or support identified children; they are delivered by EYEs and TAs and monitored by the SENCo and teacher. Also see EYPP action plan.</p>

Priorities - detail and milestones					
Priority 1	To continue to develop the financial position and future sustainability of Triangle.				
Intended outcome	Lead person/s	Time frame and resources	Milestones, Dec 21	Milestones, March 22	Milestones, July 22
To develop social media accounts for Triangle Nursery School.	LP	Time to set up and then manage accounts	Encourage all parents to create a google review. Add photographs/updates to Google search page. Facebook account updated and regular posts made (once per week)	Encourage all parents to create a google review. Facebook account updated and regular posts made (once per week)	Encourage all parents to create a google review. Facebook account updated and regular posts made (once per week)
To continue to access additional funding for SEND support.	LP TH	Time to complete applications	IF and DAF applications completed as required EHCP applications completed as required SEND project bid written.	IF and DAF applications completed as required EHCP applications completed as required SEND project bid submitted.	IF and DAF applications completed as required EHCP applications completed as required Review children due to start in September 2021. Make referrals as necessary. SEND project bid successful.
To increase the numbers of children on roll.	LP	Time to meet with childrens centre staff (potential children) Publicity materials to Spinney	Work with childrens centre to identify families needing a place for children Reinstate day time parent tours (if guidance allows). Establish breakfast and after school club.	Review breakfast and afterschool club. Increase 2 year numbers on roll (if admissions are high). Fliers and information booklets to the Spinney to advertise Triangle.	Attend William Bonney fun day (August) if possible Review breakfast and after school club. Review numbers on roll and admissions procedures. Fliers and information booklets to the Spinney to advertise Triangle.
Monitoring by who and when			ISC	ISC	ISC

Priority 2					
To work with Lambeth SEND to develop the Nurture Space as part of the local offer.					
Intended outcome	Lead person/s	Time frame and resources	Milestones, Dec 20	Milestones, March 21	Milestones, July 21
To secure funding for Nurture Provision	LP HM	Time to meet with Lambeth SEND team Proposals written	Funding agreed by Lambeth Review that additional funding is sufficient and covers costs of the Nurture Provision Increase from 5 to 7 FTE spaces	Meeting to discuss SLA - 3 year agreement for nurture space. Project bid made to secure additional funding. Review that additional funding is sufficient and covers costs of the Nurture Provision 7 FTE children on roll	Agreement made to continue nurture space with finding from Lambeth (as part of Lambeth's Local Offer of SEND) Project bid successful - resources ordered and work to be organised. 7 FTE children on roll
To continue to develop staff team	LP TH	Time to interview candidates Staff meeting time to discuss staff structure	If funding allows, discuss appointing a SEND teacher. Staff meeting to discuss staff structure Develop capacity for Lead practitioner (SEND teacher) to take on responsibility of writing and reviewing SEND plans.	Review staffing structure If funding allows, recruit teacher. Appraisals started with all staff members Continue to develop capacity for Lead practitioner (SEND teacher) to take on responsibility of writing and reviewing SEND plans.	Review staff team and set up If funding has allowed, begin probation for new teacher. Make plans for Autumn 2022 (children to join nurture space). Review capacity for lead practitioner (SEND teacher) to complete paperwork.
Children make good progress (from September baseline)	LP TH	Time to meet parents, write plans and review targets Time to make referrals	Baseline assessments completed SEND support plans written Application for EHCP discussed with parents All appropriate referrals made to external agencies (SALT, EP, OT, ARDS)	Spring term assessments completed. Review of Baseline assessments (children's progress meetings) Review SEND support plans Review EHCP applications All appropriate referrals made to external agencies.	Summer term assessments completed. Review of Baseline assessments (children's progress meetings) Review SEND support plans Review EHCP applications All appropriate referrals made to external agencies.
Monitoring by who and when			ISC	ISC	ISC

Priority 3					
To maintain outstanding teaching and learning to ensure children's outcomes are maximised.					
Intended outcome	Lead person/s	Time frame and resources	Milestones, Dec 19	Milestones, March 20	Milestones, July 20
To continue to embed use of the Leuven scales to assess children's wellbeing and involvement	LP EP	Inset Time for observations Staff meeting time	New simplified baseline and planning format shared with staff. Updated Home visit information Moderation of baselines shows all key persons are using leuven scales and making accurate judgements	Moderation and monitoring of children's records and Special Books clearly demonstrates a focus on developing children's wellbeing and involvement	Moderation and monitoring of children's records and Special Books clearly demonstrates a focus on developing children's wellbeing and involvement
To develop a curriculum policy and overview	LP EP TH TA/KM	Inset Ongoing staff meeting time to develop continuous provision planning	Inset training - looking at revised EYFS Review of continuous provision and planning formats.	Inset training - curriculum focus. Start to develop a curriculum policy and overview.	Review curriculum overview. Creation of Federation curriculum policy.
To continue to develop the 2 year old staff team.	LP KM	Inset day Time to interview/meet candidates	Provide consistent cover for the current 2 year lead who is currently absent from work. Review paperwork and use of EExAT in team.	2 year old lead to return to work - phased return. Increase number of children to keep existing staff team.	Review staff team. Make plans for Autumn 2022 - staff team.
Teaching and Learning to be observed regularly.	LP EP TH KM/TA	Time to observe Feedback time	All staff members observed. feedback given. support offered to staff as required.	All staff members observed. Focus on CL. feedback given. support offered to staff as required.	All staff members observed. Focus on maths. feedback given. support offered to staff as required.
Monitoring by who and when			ISC	ISC	ISC

Priority 4		Wellbeing and involvement of children			
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 19	Milestones, March 20	Milestones, July 20
Supporting staff with their wellbeing	LP	Meeting time	<p>Remind all staff of Lambeth's wellbeing service. Whole school staff meeting and Health and Safety briefing. Review risk assessment. 1-1 meetings with all staff and LP.</p> <p>Remind all staff of the open door policy for HOS to come and talk about any concerns. HOS to seek support from other HOS if needed.</p> <p>Music therapy groups reinstated.</p> <p>Self care champions half term activities sent out.</p>	<p>Whole school inset - music therapy strategies and ideas to support children.</p> <p>Continued review of current risk measures.</p> <p>Remind all staff of Lambeth's wellbeing service.</p> <p>Music therapy groups running.</p> <p>Half term activities sent out.</p>	<p>Continued review of current risk measures.</p> <p>Remind all staff of Lambeth's wellbeing service.</p> <p>Music therapy groups running.</p> <p>Half term activities sent out.</p>
Effective communication with parents and carers about current government guidance and advice.	LP		<p>Newsletter.</p> <p>Regular emails from HoS and key persons.</p> <p>open door policy for HoS to support parents with any anxieties/concerns.</p>	<p>Newsletter.</p> <p>Regular emails from HoS and key persons.</p> <p>open door policy for HoS to support parents with any anxieties/concerns.</p>	<p>Newsletter.</p> <p>Regular emails from HoS and key persons.</p> <p>open door policy for HoS to support parents with any anxieties/concerns.</p>
Support for children unable to access school.	LP Key persons		Activities and resources sent home for any children unable to access school.	Activities and resources sent home for any children unable to access school.	Activities and resources sent home for any children unable to access school.
Monitoring by who and when			ISC	ISC	ISC

Priority 5					
Improve attendance of all children and in particular those children in receipt of EYPP.					
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 19	Milestones, March 20	Milestones, July 20
Effective procedures to support children's return/start to school	LP EP	Inset time	<p>Effective communication with parents supports children to return to school -update on risk measures and ask parents to sign parent declaration</p> <p>Children access their allocated nursery entitlement</p> <p>New children are settled in - amended settling in procedures</p>	<p>Effective communication with parents - update on risk measures.</p> <p>Children access their allocated nursery entitlement</p> <p>New children are settled in - amended settling in procedures</p>	<p>Effective communication with parents supports children to return to school</p> <p>Update on risk measures and ask parents to sign parent declaration</p> <p>Children access their allocated nursery entitlement</p> <p>New children are settled in - amended settling in procedures</p>
Children's attendance will improve.	LP SR		<p>All parents reminded of expectations of attendance.</p> <p>Regular review of attendance by HoS.</p> <p>Referrals sent as appropriate (eg. Children's centre).</p> <p>Review procedures for absence/absence tracking.</p> <p>Change of AM story time.</p>	<p>Regular review of attendance by HoS. Any children with low attendance telephoned and plan put in place.</p> <p>Referrals sent as appropriate (eg. Children's centre).</p> <p>Review AM story time.</p>	<p>Regular review of attendance by HoS. Any children with low attendance telephoned and plan put in place.</p> <p>Referrals sent as appropriate (eg. Children's centre).</p> <p>Review AM story time.</p>
If government guidance allows, provide open afternoons and times for parents and carers to attend events at the school.	LP EP	Time to plan events	<p>Getting to know you stay and play held (for children transitioning through to a different classroom).</p> <p>Stay and play sessions for children in the nurture space.</p> <p>Christmas celebrations - carols and mince pies evening.</p> <p>Farm visit for children and families.</p>	<p>Stay and play/getting to know you sessions held as required.</p> <p>International evening held?</p> <p>Children's mental health week - story times with children and families.</p>	<p>Stay and play/getting to know you sessions held as required.</p> <p>End of year party? Summer social?</p>
Monitoring by who and when			ISC	ISC	ISC

Priority 5					
Improve outcomes for all groups identified as at risk of underachievement					
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 19	Milestones, March 20	Milestones, July 20
<p>Improved outcomes - focus on all children's communication and language and personal, social and emotional development.</p> <p>Continuous, open ended provision that encourages communication.</p>	<p>LP EP TH KM/TA</p>	<p>Time to analyse baseline assessments</p> <p>Income from EYPP</p> <p>Meeting time</p>	<p>Staff meeting to focus on home visit paperwork and leuven scales</p> <p>Baselines assessments completed for all children to determine focus groups</p> <p>Complete EYPP Strategy based on predicted income for 2021/22</p> <p>Music therapy sessions for targeted children and families</p> <p>Staff meeting to look at group contexts</p> <p>Vulnerable children meeting</p> <p>Intervention groups established</p> <p>Review core book approach</p> <p>Individual key person meetings to discuss children. Determine key group focus.</p> <p>Attempt to get all vulnerable children back into school.</p>	<p>Continue to raise staff awareness of the importance of building resilience and self regulation in the young children to support their well being and learning</p> <p>Music therapy sessions for targeted children and families</p> <p>Using EExAT, monitor progress and attainment as part of children's progress review meetings.</p> <p>Moderate Autumn assessments</p> <p>Additional support and challenge in place for identified children</p> <p>Intervention groups for targeted families in place</p> <p>Data shows that children accessing intervention groups make expected or more than expected progress</p> <p>Children's progress meetings for all key persons</p>	<p>Music therapy sessions for targeted children and families</p> <p>Using EExAT, monitor progress and attainment as part of children's progress review meetings.</p> <p>Moderate Spring assessments</p> <p>Data shows EYPP children's progress is expected or above and attainment is raised</p> <p>Children's progress meetings for all key persons</p>
Monitoring by who and when			ISC	ISC	ISC

Overarching goals for the next 3 years

Goal 1
Maintain our position at the heart of the local community as a Nursery School and Federated Children’s Centres 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.
Goal 2
Ensure financial viability through exploring options of improving efficiencies across the Federation and maximising income.
Goal 3
To continue to adapt and develop provision to meet the needs of the local community, including the implementation of two year provision.

Acronyms

AYR	all year round	ELO	early learning offer	LAC	looked after child	SAO	school admin officer	EYPP	Early Years Pupil Premium
BASC	breakfast and after school club	EY	early years	NCT	non-contact time	SENCO	special educational needs co-ordinator	EExAT	Early Excellence Assessment Tracker
CC	children’s centre	EYFS	early years foundation stage	NS	nursery school	SEND	Special educational needs and disabled	KP	Key persons
CLC	connected learning centre	FSM	free school meals	PP	pupil premium	SLT	senior leadership team	IF	Inclusion Fund
CLPE	centre for literacy in primary education	HV	health visitors	PVI	private, voluntary, independent settings	SM	staff meeting	DAF	Disability Access Fun
EHCP	education, health and care plan	IWB	interactive white board	S&P	stay and play	SSM	shape, space and measures		