

Castle Vale Nursery School Self-evaluation Summary 2017/18
Making a difference. All of Our Children, all of the time.



Overall Effectiveness	Outstanding	1
Outcomes for Pupils	Outstanding	1
Quality of Teaching, Learning & Assessment	Outstanding	1
Effectiveness of Leadership and Management	Outstanding	1
Personal Development, Behaviour & Welfare	Outstanding	1

Priority Areas for Development

- Continuing to ensure that the majority of children make outstanding progress.
 - Continuing to ensure that most N2 children are working at age expected levels on exit.
 - Continuing to work on narrowing the achievement gap between EYPP and non-EYPP children.
 - Narrowing the achievement gap between boys and girls.
- Continuing to ensure teaching is at least good and mostly outstanding.
 - Improving the quality of recording, sharing and reflecting on learning.
 - Improving children's emotional resilience.
 - Enhancing teaching of the specific areas of reading and writing.
- Continuing to develop the skills and understanding of the Governing body to ensure challenge and high expectations.
 - Continuing to develop the role and visibility of Governors to children, families and staff.
 - Challenging the outcomes for all children including disadvantaged children.
 - Continue to develop a strong culture of challenge and support to develop teaching and learning.
 - Maintain robust, effective Safeguarding policies and procedures with all staff and multi-agency partners.
 - To explore options to make the Nursery School sustainable.
 - For there to continue to be prudent measures and close scrutiny of the finances over the academic year to ensure Governors and the Senior Leadership team minimise the risk of the predicted budget deficit in 2018/19
- Continuing to embed and develop a culture of diversity and equality through Unicef Rights Respecting Schools Award and British Values.
 - Educating Children, Families and Staff around e-safety.
 - Continuing to develop attendance strategies, policy and procedure.

Progress from Previous Inspection

Our last **Ofsted report** asked us to develop how we reflect on learning with children. We have continuously worked on this as a whole staff team and are currently using elements of 'In the Moment Planning' to strengthen our interactions with children. Reflecting on learning is evident in our Tapestry Learning Stories. We were also tasked to make Governors and the governor role more visible to children, families and staff. We have developed this through attending training, workshops, visiting the school and by developing the website.

Strengths

Outcomes for Children
 Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils

Most children make **good progress** and the large majority of children make **outstanding progress** and when they leave **most** children are working at age related expectation despite the standards of attainment on entry being way below national expectations.

Children of **all abilities and backgrounds make excellent progress** because we provide an enriching curriculum, particularly for our most disadvantaged pupils and pupils with SEND.

<p>Teaching and Learning Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning.</p>	<p>We place children at the heart of everything we do. A strong and effective transition into the school, involving the family, followed by continued observations mean that teachers know each child and can plan for their individual needs, taking into account their interests. We are a truly inclusive setting. We have high expectations and aspirations for our children and families and so meet every day to reflect on children's learning to help them progress. We have a balance of mostly child initiated and some adult led learning in provision carefully planned and adapted for our children based on their assessment, needs and interests where adults can scaffold learning through their interactions. Outdoor learning is our passion. Every child has a Forest School session every week. Opportunities to develop early literacy skills including speaking and listening, writing, reading and phonics are utilised effectively by teachers. Informative and enjoyable learning stories, shared with families, and regular family workshops, support children in their learning both in school and at home.</p>
<p>Personal Development, Behaviour & Welfare Including behaviour in and around the school, attendance & punctuality, attitudes towards others,</p>	<p>We place children at the heart of everything we do. Therefore their welfare is paramount and integral to learning. We are a very nurturing school and provide additional nurture to all children feel would benefit. Every child accesses Forest School every week to support their Personal, Social and Emotional Development, Communication skills and Physical Development as well as confidence and a love of nature. We are committed to the Unicef Rights of the Child and use them and our British Values to help children develop a respect for each other and become thoughtful, caring members of our school and community. Supporting children to gain independent skills means they can utilise the characteristics of effective learning to build resilience and become curious and interested learners. High expectations of behaviour and a whole team and family positive behaviour approach means that standards of behaviour are excellent. Strong links with the family, clear procedure and partnership with the Children's Centre means we can monitor, support and offer advice to families around children's attendance to school.</p>
<p>Leadership and Management How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement. appropriate curriculum, governance, equal opportunities, safeguarding, and partnerships</p>	<p>We place children at the heart of everything we do. Therefore safeguarding them is an utmost priority and we work hard to ensure our arrangements are effective and shared by all who are in contact with our children. Governors work closely with the school and have a clear vision of how we will continue to work as a school and with our community to provide the best possible start for our children. Governors, school leaders and all staff have high expectations and aspirations for our children. Governors, school leaders and all staff are all committed to an on-going cycle of self-evaluation and a passion to improve to provide high quality nurture and education for our children. We have joined a number of partnerships to strengthen our provision and to help make us sustainable into the future.</p>

