

## February 2018

Staff used two proformas created in the staff training to observe each other in their interactions with children. This information was used to plan staff training.

Interactions Observation form 1	
Name of observer: Who are you observing:	Date: Brief context:
Did the adult know they wanted to be there with the children?	Evidence
Who was speaking most?	
Did the adult ask questions? Open Closed Focusing	
Did the adult question extend learning?	
Did the adult show thinking time?	
Was there conflict? If so, how was it dealt?	
Was there positive behaviour management?	

Interactions Observation form 2	
Name of observer: Who are you observing:	Date: Brief context:
Adult modelled language	Evidence
Adult repeated what child said out extended the language	
Adult encouraged curiosity	
Adult encouraged child to plan own learning	
Adult encouraged child to evaluate their own learning	
Adult encouraged child to problem solve	
Adult encourages resilience	
Adult encouraged children to communicate/clarify with each other	

## January 2018

Whole staff training day (attended by TAs from Birches Green Infants) to analyse interactions with children and form an observation proforma to assess the quality of an interaction to support children in reflecting on and talking about their learning. We used SSTEW level, In the moment planning and Characteristics of effective learning.

Governors also undertook monitoring visits and joined the children on their trips to Pype Hayes Park for Forest School goes out.

## October 2017

Staff attended training around 'Following Children's Interests' and 'In the Moment Planning'. This training was fed into a whole school training day where staff again used assessment, knowledge of our cohort and issues affecting the school to form the basis of the School Evaluation Form (SEF), School Development Plan (SDP) and to create performance management targets and action plans to achieve them.

Governors attended workshops.

## September 2017

All school staff and some governors attended a training day with schools from CEP Academy Trust to discuss identifying vulnerable children and how our interactions can support them.

## June 2016

Website developed to improve Governor Page:

**Governors**

Our vision...

**Making a difference. All of our children, all of the time.**

You can contact our governors by emailing: [governors@castlevale.bham.sch.uk](mailto:governors@castlevale.bham.sch.uk)

Please find information about our full Governing Body here: [List of Governors & term of office Dates Autumn 2017](#)


Please read our [Governing Body Strategic Plan 2017 to 2020](#)

Here is the Governor attendance [Attendance at meetings 2017/18](#) and [Committee Members 2017/2018](#)

The Governing Body Business Interests can also be found here: [Summary of Business Interests Meeting Minutes](#) and [Head Teachers Reports](#) can be found below if you scroll down. Copies of our policies can be found on the [Policies Page](#).

If you would like any other information, please contact the Nursery School.

**Our Governors**

  
**Chair of Governors**  
**Aimee Hartley**

I am a mother of two amazing children. I have always enjoyed helping and volunteering with children. I was helping after school groups before I had my own children. I have lived on Castle Vale all my life. I attended Castle Vale Nursery School, Tapscott Primary and then Castle Vale Comprehensive whilst also attending youth groups on the estate. I am therefore proud to be a part of helping set up a good start for more children on Castle Vale and this is why I have been a Governor of the Nursery School for over 5 years. I started as a parent governor as I was interested in helping and supporting a good setting for my son. As I learned about the passion and love the nursery has for children and families, I

**More information**

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**Safeguarding Governor**  
**Leena Hargreaves**

I have been a Governor for nearly 2 years. I am a Governor because I am passionate about how we deliver our services to produce the best outcomes for children and their families. I wanted to become involved with how we develop as a setting and ensure we continuously improve. I attend the meetings and contribute as needed throughout the meetings. I have been nominated to be the Safeguarding Governor and therefore I monitor Safeguarding policies and procedures, produce a report and update all Governor's on current Safeguarding concerns, or changes within the city. I support the Head teacher to complete our Safeguarding Audit.

**Christina Mason**  
**gypso**

I have been a teacher for five and a half years at Castle Vale Nursery School. I specialised in Early Years when wanting to become a teacher and before then, I did a BA Honours in Early Childhood Studies. I have always wanted to work with young children and I love my job. It is so rewarding working with the children and families from Castle Vale. I am also a qualified Forest School Leader and I do sessions three afternoons a week, alongside other members of staff, to enable us to have Forest School every day. You will often find me outside, covered in mud! I have been a staff governor for three and a half years (I have just renewed my term of service). I became a governor to have even more involvement in the way our Nursery School can provide the best possible education for our children. As I already work in the Nursery School, I have a high understanding of the children and families we support and of the teaching and learning that happens. I also help to analyse sets of data for the groups of children I am responsible for (such as our Early Years Pupil Premium Children).

I am a full time carer for my three children. I used to be a vehicle technician and MOT Tester, which I will return to once my children are in full time education.

## Throughout 2016/17

Governors increased their attendance in school attending all parent workshops, trips, events and carrying out monitoring visits for their area of responsibility. This is reflected in Governing Body minutes and the Head Teachers report which can be found on the website or requested from the school office.

We focussed a lot on where we were as a school and what we needed to do to improve. We involved the whole staff, governors and families:

### Writing the SDP part 1

Autumn term

Staff used the 2015/16 Summer assessment: Whole School, Boys and Girls, EYPP and Non EYPP, 2016 Leavers to analyse the data and come up with areas of strength and areas we need to work on for both achievement and progress.

We then repeated the process for the September 2016 Baseline data and recorded areas of strength and areas for development:

Communication and Language	Number	Interactions
Early Years Pupil Premium	Nurture	Thinking Writing
2 year olds, rising 3s & Summer Born	Reading	Involving Parents
Pre-writing physical skills	IT	Startwell
Areas of Learning	Returns	Different Cultures
Imagination	Boys	
Rights Respecting Schools Award and Fundamental British Values		

Each group were then given blank large SDP plan sheets:

Heading e.g. Boys achievement			
Impact:			
What?	By whom?	By when?	Next steps

This formed the performance management with staff using the action plans (and in discussion with the Senior Management Team) to set their own performance management targets and success criteria. It also formed the SDP – along with the contribution from the Governors on the 14<sup>th</sup> November 2016.

In the governors training we focussed mainly on how we want to work as governors and the Strategic Vision. We agreed to have 4 meetings a year with the Finance and Personnel committee meeting first with full governors after. We decided to try day time meetings so the Governors can get more involved with the school, centre, curriculum and delivery. In the next meetings governors will also 'sign up' to areas of the SDP.

### Writing the SDP and Performance Management targets part 2

#### Target setting

November 2016 Staff meeting: We discussed the areas we know we need to improve and what we could do towards them (as a team and appropriate to our grade or Teaching level). Staff then worked with SLT to write at least 3 targets for improvement and how they will know when these have been achieved (impact). These forms were then used to write an action plan that staff will use throughout the year.

There was also a Safeguarding Objective that staff had set themselves after the September 2016 Safeguarding training session.

#### Review 1

Staff meeting March 2017: Staff reviewed where they are with their targets and updated action plans. SLT supported and carried out Supervisions.

#### Interventions

On March 20<sup>th</sup> the staff team got together and used the Spring assessment to identify children who are due to leave in July 2017 and need intervention to be ready for Reception class. Target children and target areas were then planned for.

### Part 3 -

Carrying on from the planned intervention work we looked at **every** child leaving in July 2017 and used the EYFS Prime areas, Literacy and Maths to see if there are elements that we have not seen that will hold them back from being secure in 30 to 50 months or from emerging in 40-60+.

We used this information to rearrange learning groups, plan further intervention and to plan learning time and planning for during Child Initiated time (Objective Led Planning). This will hopefully ensure that our children will have the best chance when starting school.

We also used the September 2016 and Summer 2016 assessment to data to complete a 'Gap skills analysis' for each. We used this to start to action plan provision for the next school year 2017/18.

### Part 4 - Using Assessment to inform Planning for provision

We used a voting day to look at how we can use our assessment and what we know about how our children progress to plan for areas of learning provision throughout the school year. We first read and discussed articles from Alastair Bryce Clegg around using assessment and different types of planning, provision etc. Once everyone had a really good understanding of what we wanted to achieve we broke into groups to look at:

For each area of learning:

What they can learn (without adult input)

16-26 months

22-36 months

30-50 months

40-60+

And what resources could be used.

Then ideas for provocations/enhancements.

Ideas of what adults can teach/encourage – OLP

Skill development needed – stages of progression for that.

These were completed for every area. One staff member commented that it was one of the most useful days they have ever spent. The paper copies were collated and typed up and then shared during a staff meeting. Staff have been given time each week to work on the action plans for this term and to plan for September. I have attached a copy of one as an appendix but please ask if you would like to see more.

## January 2017

We asked our families what they thought represented what we aim to do:

Castle Vale Nursery School and Children's Centre  
Published by Sally Leese 191 · January 31 · €

We need your help!  
The governing body of Castle Vale Nursery School and Children's Centre is trying to come up with a simple, short statement that sums up what we are and what we try to do for our children and families.  
So far we have got:  
To nurture, love and inspire to learn, grow and achieve.  
What do you think?

547 people reached

Like · Comment · Share

Katy Brockington, Vikki Cleaver and 4 others · Top Comments

Write a comment...

Lindsay Bow Making the world a better place by teaching our future generations.  
Supporting families and children by encouraging them to achieve and learn.  
See More  
Like · Reply · Message · January 31 at 12:31pm · Edited

Katie Gartland What about helping families to learn, grow and achieve with love and support? Or something like that? Makes the family key just like you do? X  
Like · Reply · Message · January 31 at 7:14pm

Angela Humphries Support, helpful, kindness, care, specialist, special needs. xx  
Like · Reply · Message · January 31 at 11:42am

Sabrina Cusack Opportunities for babies to interact and enjoy sensory play whilst new parents get to bond with other new parents  
Like · Reply · Message · January 31 at 12:50pm

Rachael Palmer ... the best that can be on the end of the above  
Like · Reply · Message · January 31 at 11:40am

Samantha F... Making a difference, one child at a time.  
Like · Reply · Message · January 31 at 11:40am

Write a comment...

Governors liked the inclusive aspect of this and felt it reflected the work we do but wanted to show that we work with all of our children.

## January 2017

Draft Strategic Plan shared with Governors. There was much discussion about the Vision Statement. It was agreed we would ask the families for ideas. See *GB Minutes 26<sup>th</sup> January 2017*.

### 12. Action Planning – following on from training day

- Governor roles – defer to next meeting
- SEF – defer to next meeting
- Governor development (training plan) – following Skills Audit – to be completed prior to the next meeting
- Strategic Vision (Strategic Plan 2017 – 2019 draft)  
Governors went through the plan – working document which can be altered (to be put on the website) – ask parents what our Vision should be (discussion over the word grow) – put on Facebook for immediate feedback.  
Queried adding Children Should Always Come First  
MH queried 'aspiration for our children's outcomes' - what we want our children to achieve later in life. Agreed that every child will be at a different juncture at the end of their time here. SL looking for progress for every child but we have to be realistic about what our children can achieve.  
Lot of discussion over children's outcomes.

## November 2016

We had new governors and wanted to plan the direction and ethos of the Governors and then how we would share this with parents: *Presentation from Training Day*

1 Video – Why maintained Nursery Schools matter...

2 What is a school governing body?

3 Instrument of Government

4 Why are you here?

5 What do we do?

6 The essentials of effective governance

7

8

9

10 Ensuring clarity of vision, ethos and strategic direction

This started the writing of the Governor Vision and Strategic Plan.

## October 2016

Governors decided that they needed a training day to Action Plan for the development of the Governing Body (November 2016)

## September 2016

Continued to develop children talking about learning through working on our interactions. This is from the School Development Plan:

- Interactions

What?	How (inc. costs)?	Review (each half term)
Support and monitor quality interactions by staff when conversing with children within Nursery setting	<ul style="list-style-type: none"> <li>• Observation - shows improvement in sustained shared thinking, thinking time, open questions etc.</li> <li>• Use of SSTEW rating scale.</li> <li>• Staff training via feedback from PCIT course (CS).</li> </ul>	
<b>Impact</b>		
Increase in quality interactions observed. Improvement in assessment in Understanding.		
<b>Final Review</b>		

## Continued to develop a strong governing body:

Governing Body Action Plan 2016/17		
Overall aim: To continue to strengthen governance		
What?	How (inc. costs)?	Review (each half term)
Improve effectiveness of GB	<ul style="list-style-type: none"> <li>• Consider Ofsted's criteria for 'good' and 'outstanding' governance</li> <li>• Use '20 questions' from NGA</li> <li>• Write and review strategic plan and Action plan.</li> </ul>	
<b>Impact</b>		
Governing body will be considered Outstanding.		
<b>Final Review</b>		

What?	How (inc. costs)?	Review (each half term)
Monitor and support the quality and effectiveness of the school and children's centre	<ul style="list-style-type: none"> <li>• Continue to monitor and review SDP against this action plan and Strategic Plan.</li> <li>• Monitor school assessment data</li> <li>• Monitor the impact of performance management</li> </ul>	
<b>Impact</b>		
School and CC will be judged Outstanding against Ofsted criteria.		
<b>Final Review</b>		

What?	How (inc. costs)?	Review (each half term)
	<ul style="list-style-type: none"> <li>• Attend and contribute to Children's Centre Advisory Board (linked governor)</li> </ul>	
<b>Impact</b>		
School and CC will be judged Outstanding against Ofsted criteria.		
<b>Final Review</b>		

What?	How (inc. costs)?	Review (each half term)
Continue to embed governor monitoring visits to school and children's centre	<ul style="list-style-type: none"> <li>• Ensure link governors meet with relevant staff</li> <li>• Increase number of visits</li> <li>• Feed back to FGB for discussion</li> </ul>	
<b>Impact</b>		
Governors feel they have a good understanding of the school and children's centre which is reflected in audits and minutes of meeting.		
<b>Final Review</b>		

What?	How (inc. costs)?	Review (each half term)
Ensure website meets statutory requirements	<ul style="list-style-type: none"> <li>• Keep up to date on statutory website requirements.</li> <li>• Manage any changes to the school/centre website.</li> </ul>	
<b>Impact</b>		
Website is compliant to statutory requirements.		
<b>Final Review</b>		

What?	How (inc. costs)?	Review (each half term)
Support the integration of Fundamental British Values within the school and children's centre.	<ul style="list-style-type: none"> <li>• Have a good understanding of the FBVs and how we can develop them</li> <li>• Monitor through visits</li> </ul>	
<b>Impact</b>		
FBVs are integrated through the ethos of the School and Children's Centre		
<b>Final Review</b>		

What?	How (inc. costs)?	Review (each half term)
Ensure Safeguarding policy and practice is up to date and effective.	<ul style="list-style-type: none"> <li>• Ensure Policy and Procedure is up to date in line with LA and Government advice</li> <li>• Ensure Safeguarding training is up to date</li> <li>• Ensure Prevent training is up to date and reflected in all practice.</li> <li>• Ensure Safeguarding Audit and Action plan are complete</li> <li>• Safeguarding report presented to each FGB.</li> <li>• Ensure all Governors hold DBS from Sept 16</li> </ul>	
<b>Impact</b>		
Safeguarding audit shows that policy and procedure are up to date and effective.		
<b>Final Review</b>		

What?	How (inc. costs)?	Review (each half term)
Continue to develop communication between GB and families	<ul style="list-style-type: none"> <li>• Develop Strategic plan and reporting mechanism for families</li> <li>• Develop 'Meet the governors' section of website</li> </ul>	
<b>Impact</b>		
Families have an understanding of who the governors are and their role.		
<b>Final Review</b>		

What?	How (inc. costs)?	Review (each half term)
Support the recruitment, retention and training of Governors	<ul style="list-style-type: none"> <li>• Identify and approach possible new governors who fulfil our needs re: skills matrix</li> <li>• Follow BCC guidance for Governor recruitment</li> <li>• Analyse any training needs and offer (funding for training)</li> </ul>	
<b>Impact</b>		

## September 2015

Performance Management Targets followed the School Development Plan to focus on reflection – here is an example:

(what will it look like)	4 steps progress in the Prime areas for most children. <i>Evidence of narrowing the gap for EYPP &amp; LAC children in Literacy and Maths.</i>
Objective 3	To improve reflection on learning throughout the Nursery.
Impact (what will it look like)	Different strategies for children, staff and parents to reflect on learning.

School Development Plan showed areas we were working on:

Learning and Development		
What?	How (inc. costs)?	Review (each half term)
To continue to monitor, evaluate and improve Tapestry learning stories for reflection	<ul style="list-style-type: none"> <li>• Weekly monitoring of Tapestry Learning stories</li> <li>• Half termly training/discussion around Tapestry learning stories</li> <li>• Moderation of Tapestry stories against assessment (Peer to Peer review)</li> </ul>	Monitoring is taking place of Tapestry learning stories by all staff. Governors have access to some children's learning stories.
<b>Impact</b>		
<b>Final Review</b>		

**Governing Body**

What?	How (inc. costs)?	Review (each half term)
To continue to strengthen governance.	<ul style="list-style-type: none"> <li>Use School and Governors Support</li> <li>Share training opportunities with all governors and encourage uptake</li> <li>Audits with governors</li> <li>Introduce monitoring visits</li> </ul> <p>We can review this in the meeting.</p>	
<b>Impact</b>		
Increase in governor confidence and knowledge through audits.		
<b>Final Review</b>		

School SEF Represented progress made in previous year.

2		PREVIOUS INSPECTION KEY ISSUES Areas for development identified at the previous Ofsted inspection		but the majority of our children come with little or no language and are reliant on a dummy. Many of our children come in nappies and have no self-help skills.	
Key Issue		P. J. Date		September 2014	
<ul style="list-style-type: none"> <li>Provide more opportunities for children to reflect on and talk about how they can improve their work.</li> <li>Provide parents and carers with more information about the work governors do and their impact on helping the school improve.</li> </ul>		Progress		<ul style="list-style-type: none"> <li>At the end of each Forest School Session the children use their reflection books to reflect on their learning and plan for the next week. Teachers (TAs) discuss where children intend to learn and what they have learned at group time. There is lots of discussion about learning during CI time.</li> <li>Governors have been attending parent workshops to talk with parents about what they do. We will improve on this further through the website and plan for more at the Governor Action planning day.</li> </ul>	
3		OVERALL EFFECTIVENESS		How well children achieve including DSEN. How well the provision contributes to children's	
				Grade	

**June 2015**

Peer Teaching Observations focused on Reflecting on Learning

	children forward?	
	Are the learning intentions reflected upon at the end of the session?	

And this was followed up in a staff training meeting.

**January 2015**

Whole staff training day (with Osborne Nursery) to discuss how we encourage children to talk about and reflect on learning.

**October 2014**

After the Ofsted inspection, we altered our School Improvement Plan:

**Leadership and Management**

What?	How?	When and by whom?
To strengthen governance.	<ul style="list-style-type: none"> <li>Use School and Governors Support</li> <li>Share training opportunities with all governors and encourage uptake</li> <li>Audits with governors</li> <li>Introduce monitoring visits</li> </ul>	Autumn term Autumn term First meeting of the year Discuss at first meeting, carry out after.
<b>How will we know when we have achieved?</b>		<b>Possible cost</b>
Increase in governor confidence and knowledge through audits.		Possible training costs
Governors have all completed their audits and we have identified a gap in the area of finance which we hope to fill. Bob Lee (Vice Chair) has carried out extensive monitoring visits in the Children's Centre and has carried out SCR checks. Ruth Miller (Chair) has carried out regular monitoring meetings in the School.		

<b>How will we know when we have achieved?</b>	<b>Possible cost</b>
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\*most 80-96% by Ofsted standards

Most children achieving 4 or more steps through communication areas of learning and development – particularly Speaking.	£170 per day for SLT half day plus £85 per term
Most children made 4+ steps progress in all areas in CL, the large majority made 5+ steps progress. However, this only equated to a large majority being at age expected levels by the end of the year. This shows that we are managing to narrow the gap for our children in this area but it will probably continue to be a priority area for us.	

**Learning and Development - Pupil Progress - CL**

What?	How?	When and by whom?
Improve children's speaking, listening and communication skills.  Less than 20% of our children enter nursery on track in these areas (LA 18%, U 12%, S 12%)	<ul style="list-style-type: none"> <li>Continue to buy in Speech and Language therapy services</li> <li>ELKAN Training to be shared with all staff</li> <li>Letters and Sounds focus in small group planning based on assessment of children's needs.</li> <li>Develop time for children to talk about their learning.</li> <li>Speech and language screening, 1:1 or small group support for children identified</li> <li>Forest School</li> <li>Parent workshops</li> <li>Inform parents about the lasting and negative effects of dummy use (home visits)</li> </ul>	Ongoing Completed Ongoing