

Castle Vale Nursery School and Children's Centre

Head Teacher's Report Spring 2021



The 'Campaign'!

On Wednesday there was a 'virtual' rally organised by the unions with support from MPs including our own Jack Dromey. I was also asked to speak. This event was the first event to rally support for long term supplementary funding for Maintained Nursery Schools in the Government budget. You can watch it here: <https://twitter.com/NEUnion/status/1357025413353013248?s=20>

We also had a visit from ITV local News to discuss the impact on staff of the closure of schools to all but key worker and vulnerable children but the full opening of Early Years settings.

COVID-19

Before Christmas the vast majority children had returned to school. On the 4th January we met as a staff team to review the Risk Assessment in light of the new variant. We agreed that we had as much in place as we could and just needed to be more diligent.

After the announcement from the Prime Minister on the evening of 4th January our numbers have decreased significantly. We have also had 2 bubble closures. We will see what impact on closures the implementation of the twice weekly COVID-19 Self-Test kits has after half term when we start using them.

When numbers decreased we planned and implemented a rigorous home learning plan (See next page).

Other



Birmingham Early Years Networks

We are leading on the Erdington District Early Years Networks and sharing the Sutton District with Perry Barr. We have held one successful initial event and will be holding further events through the rest of the school year. This is the mechanism through which we will support the Birmingham wide roll out of Wellcomm Communication and Language Assessment and Intervention programme. You can find out more here: <https://www.birminghamearlyyearsnetworks.org/erdington>

The Castle Approach and The 'New' Approach

In a number of meetings with the Local Authority there was some confusion between the Castle Approach (a universal stay and play to identify children with special educational needs or disabilities - SEND), our proposal for an assessment unit (a six week placement for children with suspected SEND) and Resource Base provision. We have worked with the LA around this.

There is now a proposal being written (as I write) for there to be 5 SEND District Hubs across the city. Each SEND District Hub would have at least 2 highly trained SEND Higher Level Teaching Assistants (HLTAs) to provide outreach for children with possible SEND in their settings or home. Each of the hubs would also have at least 6 Resource Base spaces. If the proposal is successful then we may need to take part in a bidding process. I will keep governors informed.

Home Learning

While we are fully open to all children, sometimes we have had to ask children to self-isolate for a period of time and some parents do not want to send their children back until Primary Schools return. We want to ensure all our children are still learning whether in school or not but this is quite a challenge for the age of our children.

We use Tapestry to send parents suggestions of things they can do at home. Where possible, activities and experiences mirror those that are provided in school. Staff bear in mind resources that children will have access to at home.

All children have weekly access to:

- A story read by one of their key workers or a YouTube link.
- Activity suggestions based on their learning groups. In Spring 1 Term, the focus has been maths: counting. Children have received differentiated learning ideas based on their learning group.
- Ideas for child-initiated play
- Ideas based on our focus Article and British Value for the week (Rights Respecting School Award).

To date, we have posted a total of **142** home learning stories so far this half term. The staff have worked very hard to ensure the quality of our home learning offer matches the high quality learning we provide in Nursery and follows our assessment of children.

Each week, we track parental engagement on Tapestry. we look at when the parents were last active to give us an accurate overview of engagement.

Most (80%) parents are accessing home learning.

Of those parents, 32% are regularly uploading their own learning stories. Many of these are in response to our suggestions, but lots are also ideas that parents think of themselves. There have been **220** observations uploaded by parents since the 4th January 2021.

Castle Vale Nursery School

Sugar awareness - eggs 2

By Jade Beale - added 31 Jan 2021 03:01 PM

Notes

Aimee has left his eggs in the water, so orange juice & water for a week now. Today we took them out & cleaned them to see what would happen. (I might say older would use the rule one had stated the night before, but I am not sure if they would have understood it) The orange juice had turned the egg white to orange as clean as the water. When I told my teacher she said it was for my health - If you eat too much sugar it can get you fat. I made the right decision to drink water on the water!

Comments

Aimee Hartley - 31 Jan 2021 04:22 PM
Fantastic thank you for sharing.

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Rosie O'Brien - 31 Jan 2021 04:34 PM

Well done Aimee thank you for sharing!



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Our ball run

By Rosie O'Brien - added 29 Jan 2021 08:38 PM

Notes

Anyah decorated some balls and we stuck them to the freezer with some tape. We tried to move the balls on the wall could not though they were too heavy. We then had to use smaller balls. We then had to use smaller balls that would roll off the wall. We used a ball pit ball but the big ball couldnt go through, so we had to use smaller lighter balls. We looked at which was faster/slower but Anyah didn't really grasp this however to start with. The more we played and rolled the balls the more we got it.

Comments

Rosie O'Brien - 29 Jan 2021 08:38 PM
Well done Anyah! What a good experiment.

Tammy Doherty - 01 Feb 2021 00:02 PM

Wow Anyah I love this, thank you for sharing with us.



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Spring 1 Assessment: Key Messages

- There were 141 children assessed at the time of Spring assessment.
- There are 83 children who will leave (Leavers) to go to Reception Class in September 2021.
- There are 64 children entitled to Early Years Pupil Premium
- There are 90 boys and 62 girls
- There are 54 children on the SEND register
- There are 83 disadvantaged children (SEND, Early Years Pupil Premium, Child in Care, Child Protection plans and Child in Need plans)
- There are 48 Summer Born children who will leave in July 2019 (born between 1st April and 31st August)
- There are 58 children who were returners in September 2020
- 69 children are due return in September 2021
- There are 10 children with English as an additional language
- There are 101 part-time children, 20 vulnerable full-time children and 31 funded full-time.
- 5 children were Looked After Children (LAC) or post Looked after at time of assessment. These are now considered Children in Care (CIC).

Attainment

On average the minority of children are working at age expected levels.

- The majority of children are working at age expected levels in Self-Confidence and Self-Awareness, Writing, Technology, Exploring and Using Media and Materials, Being Imaginative.
- EYPP boys are achieving better than Non EYPP boys.
- Non EYPP girls are achieving significantly better than EYPP girls. The large majority of Non EYPP girls are working at age expected levels compared with the small minority of EYPP girls.
- Prime areas to focus: Managing Feelings and Behaviour, Making relationships, Moving and Handling, Listening and Attention, Speaking.
- Specific areas to focus: Reading, Number, Shape, Space and Measure, People and Communities.

Progress

On average, the minority of children have made at least 3 steps progress since their Autumn baseline.

The majority of children have made at least 3 steps progress in Reading, Number, Technology, Exploring and Using Media and Materials, Being Imaginative.

Few children have made at least 4 steps progress in the prime areas. The minority of children have made at least 4 steps progress in the specific areas.

WellComm Screening - Speech and Language

WellComm is a speech and language screening and intervention tool for children up to the age of 6. It has 9 sections, each of which are split into two parts: how the child communicates (speech skills) and what the child understands (comprehension skills). Below is what section children should be working at for their age. To begin with, children are screened at the section they should be working at for their age.

Section	Age in Months	Age in Years
1	6–11	0:5–0:11
2	12–17	1:0–1:5
3	18–23	1:6–1:11
4	24–29	2:0–2:5
5	30–35	2:6–2:11
6	36–41	3:0–3:5
7	42–47	3:6–3:11
8	48–59	4:0–4:11
9	60–72	5:0–6:0

Children are then given a colour code based on their score – red, amber or green. For children that score a red or an amber, the screening process is repeated from the age bands/sections below until they achieve a green score. This then gives us the section that they are working at.

WellComm Screening 1: Key Messages

109 Children were screened in Autumn 1.

- The large majority of children are working below their age.
- A small minority of children are working 3 or more sections below their age.
- Half of the children are working more than 2 sections below their age.
- A small minority of children are working 1 section below their age.
- A small minority of children are on track for their age.

As many of our children come into Nursery way below their age band and way below in their speech, communication and language skills, WellComm is always a priority for us. The large majority of children are working below their age. Once children are screened, they are organised into learning groups based on their WellComm score. We use WellComm's 'Big Book of Ideas' to plan for learning around children's language and comprehension needs.

WellComm Screening 2: Key Messages

51 children working 2 sections or more below were rescreened in Autumn 2.

- A small minority of children are working 3 or more sections below compared with the majority of children in Autumn 1.
- A small minority of children are working 2 sections below compared with the minority of children in Autumn 1.
- A small minority of children are working 1 section below compared with no children in Autumn 1.

Autumn 2 (51 children)	Autumn 1 (52 children)
33% (17) are working 3+ sections below 33% (17) are working 2 sections below 29% (13) are working 1 section below 4% (2) are on track	54% (28) are working 3+ sections below 46% (24) are working 2 sections below

- 34% fewer children are working 2 or more sections below
- 29% more children are working 1 section below
- 4% more children are on track

Children working 1 section below for their age were rescreened. A further 6 children were rescreened who were on track last time but had moved up an age band. It is important to monitor these children too, to ensure that they remain on track. All 6 children remained on track.

- 67% fewer children are working 1 section below
- 44% more children are on track

Spring numbers (to be confirmed)	2021	2020
Total number of children	152	151
Number of Free School Meals	66	47
Pupil Premium	66	47
Children entitled to 3 year old 15 hours universal funding	107	106
Of those, how many entitled to additional 15 hours	23	36
Children entitled to 15 hours 2 year old funding	43	42
2 year olds paying for hours	2	2
Children Topping up (extra 15 Hours £75per week)	4	9
Looked After Children (LAC) or post LAC - now called Children in Care (CIC)	5	6
Children with English as an additional Language (EAL)	10	7
Number of children who have deferred entry to school	2	0
Children subject to a Child Protection plan or Child in Need	7	6
Children with Early Help Plans	0	0
Children on Special Educational Needs and Disabilities register (SEND)	54	33
Children with Education, Health and Care Plans (EHCPs)	3	1
Number of fixed or permanent exclusions	0	0



SOGS (Schedule of Growing Skills)

Our youngest children are screened using SOGs. This gives a much more detailed overview of their development alongside Speech and Language and is separated by skills: Manipulative, Visual, Hearing and Language, Speech and Language, Interactive Social, Self-Care Social, Cognitive.

Each child has a profile form where their scores are mapped out for each skill area. This then shows whether they are working above, on track or below for their age.

24 children were screened in Autumn 2.

- The large majority of children are significantly behind age expected levels in these skill areas: Manipulative, Speech and Language, Interactive and Social, Self-Care.
- The majority of children are behind age expected levels in these skill areas: Visual, Hearing and Language.

Children will be rescreened before half term.

Date of Birth:..

: 28 months

At: (name of clinic).....

Case/NHS no.....

Signature:.....

I recommend the following action:

a) To be seen in months for recall

b) Referral to:

months for next routine examination

Age (months)	Skill Areas										Cognitive	Age (months)
	Passive Posture	Active Posture	Locomotor	Manipulative	Visual	Hearing & Language	Speech & Language	Interactive Social	Self-Care Social			
0 mths			20 19	28 27	20	21 20	22 21	24	23 22 21	34 33 32	60 mths	
48 mths			18 17	26 25 24	19	19 18	20 19	23	20 19 18	31 30 29 28	48 mths	
36 mths			16 15 21	23 22 21	18 <u>17</u>	17 16	18 17	22 21 20	17 <u>16</u>	27 26 25 24	36 mths	
30 mths			14 13	20 19 18	16	15 14	16 15	19 18	15 14	23 22 21 20	30 mths	
24 mths			12 11 10	17 16 <u>15</u>	15 14	13 <u>12</u>	14 13 12	17 16	13 12 11	19 18 17 16	24 mths	
18 mths			9 8 7	14 13 12	13	11 10	11	<u>15</u> 14	10 9 8	15 14 13 12	18 mths	
15 mths			6 5	11 10	12	9	10 <u>9</u> 8	13 12 11	7 6	11 10 9	15 mths	
12 mths		12	4 3	9 8	11 10	8 7	7 6	10 9 8	5 4	8 7 6	12 mths	
10 mths			11 10	2 1	9	6	5	7	3	5 4	10 mths	
8 mths			9 8 7		6	8	5	4	6	3 2	8 mths	

Writing the SDP part 1

Spring term

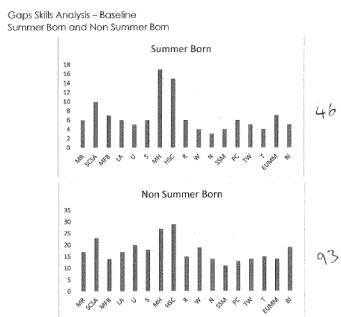
Staff used the 2020/21 Autumn baseline assessments: Whole School, Boys and Girls, EYPP and Non EYPP, Leavers, Disadvantaged children, Summer Born and September 2021 returners to analyse the data and come up with areas of strength and areas we need to work on for both achievement and progress.

Managing Feelings and Behaviour
Making Relationships
Communication and Language
Early Years Pupil Premium
2 year olds, rising 3s & Summer Born
Pre-writing physical skills
Areas of Learning
Imagination
Rights Respecting Schools Award and Fundamental British Values

Number
Interactions
Nurture
Thinking Writing
Reading
Returners
Returners
Boys

Involving Parents
Startwell
Different Cultures

Staff then thought about what we needed to do close the gaps and what resources we needed.



You will now need to look at which areas children are specifically working below age expected levels (or who are not making expected levels of progress).

Discuss the above as a team.

Which of these can be met through planning, changing areas of learning or an individual basis?

Now create a plan for how you are going to tackle the gaps you feel are significant. Part of this could be an environment plan:

Remember that when setting up the areas of learning, it will be what will children do **without** an adult in the area. E.g. if we put cars in an area with cvc words on but without an adult what will children do? Will they helpfully sound out each word and match it to a picture, very probably not.

Or.... We could plan for children to make marks in gloop e.g. Children will use sticks provided to make letters from their name—will they? Doubtful without an adult.

Focus areas for development – priority areas

Numbers –	SSM
Making relationships	Writing
Understanding*	Reading
Speaking*	
Focus areas of learning that will fill gaps	Resources needed
Group games collaborative play	
Nature groups	
Teacher practice Repetitive — breaking basic language down	Everyday Practice

Writing the SDP and Performance Management targets part 2

Target setting

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.

Objective:	What	How	By when (set on iPad calendar)? Who?

During a snow day, staff worked with SLT virtually to write at least 3 targets for improvement and how they will know when these have been achieved (impact).